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ABSTRACT

This study of numbers of female academic and administrative staff at universities in British Commonwealth nations was based on staff data collected during 1997-98 for the "Commonwealth Universities' Yearbook." The survey covers 30 nations. Survey results are presented separately for academic staff and administrative staff. For academic staff, results are given for overall gender proportions, gender representation by status, gender division among heads of academic departments, and gender representation within selected academic subjects. Results confirm that women are still severely under-represented among full-time staff in both academic and administrative hierarchies of Commonwealth universities. Only at the level of lecturer do academic staff numbers begin to be equal. This trend is more marked in the developed nations, although there is no evidence that the developed countries are more progressive in appointing women to higher levels than their less-developed counterparts. (DB)

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gle Sex Profession?

Female Staff Numbers
Commonwealth Universities

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COMMONWEALTH
HIGHER EDUCATION
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A Single Sex Profession?

Female Staff Numbers
in Commonwealth Universities

by
Dr Helen Lund

September 1998

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Preface

CHEMS is aware that the under-representation of women in the academic and administrative hierarchies of universities is a continuing concern to policy makers. We wanted to join the debate by looking across the Commonwealth to see whether any country or institution had succeeded in remedying the sad picture shown by other recent surveys. We were also interested in identifying reasonable targets for institutions to aim at. Just what would it be realistic to expect in say five years time? Could one ask institutions to aim at equality of the sexes in senior positions when the current position in junior positions is still very poor?

The evidence for this survey comes from the ACU's database which is accumulated from the returns institutions submit as their entries for the *Commonwealth Universities Yearbook*. The 1997/98 edition lists all full-time permanent staff in Commonwealth universities and gives gender information for staff in many of the universities listed. Thus about 116,000 academic staff entries have been used covering 30 countries. Sadly, such an extensive survey will not be possible again, as a decision was taken in 1998 to reduce the coverage of the Yearbook to staff equivalent to Senior Lecturer and above.

Our findings contain some surprises; why does one institution in Jamaica have such a striking number of female staff? Why is the representation among staff so poor in some countries which have high proportions of female students? How is it that Australia, Malaysia, Mauritius and Sri Lanka all have a higher proportion of female academic staff than the UK? Should we be surprised that 13.9% of Heads of Administration in the Commonwealth are female compared with only 6.9% of Executive Heads or Vice Chancellors?

We hope that the value of this study will be in setting some benchmarks which can be used for policy setting. The Commonwealth averages might be a starting point in some cases or the highest score in others. Another benefit is that we have for the first time a very wide range of comparative statistics from which institutions can derive their own targets and standards. The debate about how to achieve a greater representation will still continue but at least we know what is and is not achievable now.

John Fielden
Director
CHEMS

1 Introduction

The position of women in higher education, and in particular their under-representation at senior levels in both the academic and administrative hierarchies of universities has been a much-discussed topic in recent years. Each year sees a steady stream of publications addressing the problems which women encounter in reaching top positions in HEIs. For example, in 1997, Chliwniak's book on higher education leadership in the USA concluded that "the clustering of women in the lower ranks, the wage gap, and the 'riskiness' of a feminist academic vocation are the result of conservative, traditional cultures and systems".[1] Looking at women in educational management from a European perspective, Sutherland remarks that "this book amply demonstrates that the pyramid and the glass ceiling are found everywhere".[2] Meanwhile, a new report in the *Times Higher Education Supplement (THES)* talks of the "snail's pace at which women's academic career prospects are improving" in the UK.[3] Whereas the hope is that "academic life ... is a sphere where in theory, women should find few barriers to opportunity" and that "if there is anywhere that women professionals should be successful, it is in the universities",[4] the reality seems to be that "academia ... has been perceived as traditionally elitist, male and patriarchal in its workplace culture, structure and values".[5]

There is also the abiding concern that the very rarity of women in top positions within universities tends to make the problem self-perpetuating. Commonwealth countries such as Australia, Canada, New Zealand and the UK have successfully raised the level of female undergraduate recruitment to 50 percent, or more[6] while in India, "women now account for about one-third of enrolments at both the undergraduate and graduate levels".[7] These students may, however, be deterred from aspiring to a senior position in academia or HE administration, because of the shortage of role models that they encounter during their time within the higher education system.[8]

While affirmative action policies, and the work done by women's studies departments, equal opportunities' units and by organisations such as UNESCO, the Commonwealth Secretariat and the Association of Commonwealth Universities,[9] are having some effect in changing the culture of universities to create a 'warmer climate' for women, the consensus in the press and in scholarly publications seems to be that the pace of progress is still painfully slow. CHEMS, therefore, thought it would be useful to examine just how far women have come in gaining representation within higher education, via a statistical survey, which would look not only at the total numbers of men and women in universities across the Commonwealth, but also at gender representation at different levels of the hierarchy and (in the case of academic staff) by selected subject disciplines.

2 The Data

The results of this survey are based on staff data presented by Commonwealth universities to the ACU, primarily for publication in the *Commonwealth Universities' Yearbook* (CUY). Since 1995 this information has been held on a computerised (CAIRS TMS) database which can be searched to produce statistics on staff numbers, status, qualifications, etc. When the CAIRS database was set up, universities were also asked, for the first time, to indicate the gender of each member of staff (where known). This is the last year in which it is possible to produce such a survey, as due to human resource constraints, data will only be collected by ACU for staff at Senior Lecturer level and above in future.

For academic staff, the data is that presented for the 1997-98 *CUY*, which means that it was supplied by institutions between October 1996 and April 1997; in a minority of cases, where updated information was not supplied for 1997-98, the data relates to the period between October 1995 and April 1996. Computer searches for the administrative staff were done later (in July 1998) and therefore reflect the situation between October 1997 and April 1998 for some countries (Australia-India) and October 1996-April 1997 for others (Kenya-Zimbabwe).

The fact that the data used for this survey was collected primarily for the *CUY* sets certain limitations on its completeness. It should be noted that only institutions which are members of the ACU provide full staff lists for the database and that only *full-time staff* are given name entries in the academic staff lists. As it is likely that women, due to family commitments, may be more strongly represented among part-time staff in HEIs,[10] the results below may present a more negative picture than would emerge if statistics were available for the whole university population.

It should also be noted that because the systematic collection of gender data by ACU is relatively recent, and the information supplied is itself dependent on the personnel records and resources of the university supplying it for the *Yearbook*, it has not been possible to include in this survey every ACU member institution. The methodology applied for *academic staff* has been to use the best available data for each country. Universities are asked to supply gender data for each member of staff (M for male; F for female; U for unspecified); institutions have generally been included only if their combined M+F score totals 90 percent or more. In a handful of cases, where the data for a particular country was particularly poor, institutions were included if their M+F score totalled more than 85 percent. In total, more than 116,000 staff are included in the survey sample. For the selection and quality of data for administrative staff, please see page 34.

Table A below shows what percentage of institutions have been included in the survey for each country, for academic staff, both in terms of ACU members (ie

eligible to provide full staff information for the database) and in terms of known university-level institutions within that country.

Table A (Academic Staff)

Country	No. of University-Level Institutions	No. of ACU Members	No. of Institutions with Enough Gender Data for Inclusion in Survey	% of ACU Members Included in Survey	% of University-Level Institutions Included in Survey
Australia	39	39	31	79%	79%
Bangladesh	15	12	6	50%	40%
Botswana	1	1	0	N/A	N/A
Brunei Darussalam	1	1	1	100%	100%
Cameroon	7	1	1	100%	14%
Canada	68	39	24	62%	35%
Cyprus	1	1	1	100%	100%
Ghana	5	5	3	60%	60%
Guyana	1	1	0	N/A	N/A
Hong Kong	7	7	5	71%	71%
India	226	133	46	35%	20%
Jamaica	1	1	1	100%	100%
Kenya	9	6	2	33%	22%
Lesotho	1	1	1	100%	100%
Malawi	1	1	0	N/A	N/A
Malaysia	8	8	4	50%	50%
Malta	1	1	1	100%	100%
Mauritius	1	1	1	100%	100%
Mozambique	2	0	N/A	N/A	N/A
Namibia	1	1	0	N/A	N/A
New Zealand	7	7	4	57%	57%
Nigeria	37	31	15	48%	41%
Pakistan	34	18	5	28%	15%
Papua New Guinea	2	2	1	50%	50%
Sierra Leone (a)	1	1		32%	32%
Singapore	2	2	1	50%	50%
South Africa	21	19	9	47%	43%
South Pacific	1	1	1	100%	100%
Sri Lanka	14	13	7	54%	50%
Swaziland	1	1	1	100%	100%
Tanzania	3	3	2	67%	67%
Uganda	5	4	3	75%	60%

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United Kingdom (b)	96	82	43	52%	45%
West Indies (c)	1	1	1	94%	94%
Zambia	2	2	2	100%	100%
Zimbabwe	4	2	1	50%	25%

1. Sufficient gender data was supplied only by one of the University of Sierra Leone's three constituent colleges, representing 32 percent of the total full-time academic staff.
2. The University of London and the University of Wales are, however, federated universities whose constituent institutions present data for the *CUF* as independent entities. Of the University of London's 19 major colleges, 15 provided sufficient gender data to be included in the survey; data from the University's smaller Institutes, School of Advanced Study and three Associated Institutions is not included. Data from four of the eight member institutions within the University of Wales contained sufficient gender information to be included in the survey.
3. Sufficient gender data for the University of the West Indies was supplied for academic staff at the three separate campuses (Cave Hill, Mona, St Augustine) but not for 49 staff at The Centre (representing 6 percent of the total academic staff).

3 Survey Results (Academic Staff)

3.1 Overall Gender Proportions

The survey looked first at the total numbers of full-time academic staff in each university to determine the representation of women in each institution, from these figures an average percentage was calculated for each country.

Table B below gives the full results by country, while the relative percentages of male and female staff are displayed in Chart 1 on page 54. A complete data set, giving figures for academic staff within individual institutions for all sections of the survey except 3.4, are available as Excel spreadsheets on diskette, on request from CHEMS, for a fee of £50.00.

Table B

Country	Women	as %	Men	as %	Unspecified	as %	Total
Australia	5991	29.6	13,585	67.2	651	3.2	20,227
Bangladesh	368	16.8	1758	80.3	64	2.9	2190
Brunei Darussalam	53	22.0	160	66.4	28	11.6	241
Canada	4182	23.4	13,213	74.1	443	2.5	17,838
Cyprus	27	20.5	105	79.5	0	0.0	132
Ghana	78	9.5	735	89.6	7	0.9	820
Hong Kong	741	20.9	2778	78.3	28	0.8	3547
India (a)	2536	20.9	9267	76.4	319	2.7	12,122
Jamaica	129	50.2	116	45.1	12	4.7	257
Kenya	72	13.0	445	80.2	38	6.8	555
Lesotho	58	23.9	182	74.9	3	1.2	243
Malaysia	1107	31.5	2375	67.5	36	1.0	3518
Malta	52	14.6	304	85.4	0	0.0	356
Mauritius	57	31.8	120	67.0	2	1.2	179
New Zealand	619	26.3	1680	71.4	53	2.3	2352
Nigeria	893	13.6	5508	83.6	188	2.8	6589
Pakistan (a)	218	17.9	960	78.6	43	3.5	1221
Papua New Guinea	52	16.7	245	78.8	14	4.5	311
Sierra Leone (b)	13	15.3	71	83.5	1	1.2	85
Singapore	212	17.0	833	66.6	205	16.4	1250
South Africa	1277	26.1	3468	70.8	150	3.1	4895

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South Pacific	69	27.5	176	70.1	6	2.4	251
Sri Lanka (a)	611	30.5	1372	68.4	23	1.1	2006
Swaziland	60	28.0	148	69.2	6	2.8	214
Tanzania	89	11.0	710	88.0	8	1.0	807
Uganda	26	19.3	107	79.3	2	1.4	135
United Kingdom	8007	24.7	23,183	71.6	1197	3.7	32,387
West Indies (c)	195	26.0	528	70.4	27	3.6	750
Zambia	71	10.9	550	84.5	30	4.6	651
Zimbabwe	9	9.7	81	87.1	3	3.2	93
Commonwealth	**27,872**	**23.9**	**84,763**	**72.9**	**3587**	**3.2**	**116,222**

a) Numbers given for staff in Bangladesh, India, Pakistan and Sri Lanka relate only to full-time staff appointed by the University and teaching in academic departments or Constituent Colleges; staff in colleges affiliated to each University are not included

b) Staff numbers are those for Njala College only (32 percent of staff); insufficient gender data was provided for the other colleges of the University

c) Sufficient gender data for the University of the West Indies was supplied for academic staff at the three separate campuses (Cave Hill, Mona, St Augustine) but not for 49 staff at The Centre (6 percent of the total full-time academic staff)

NB These notes apply to all tables relating to academic staff in the survey

The data displayed in Table B shows that across the Commonwealth, the percentage of women employed as full-time academic staff ranges from 9.5 percent in Ghana (based on a sample of 3 institutions) to just over 50 percent in Jamaica. It should, however, be noted that the latter country is represented by one institution only, the University of Technology, Jamaica. By contrast, the University of the West Indies achieved (at 26.0 percent) a score much closer to the Commonwealth average of just under 24 percent.

As regards women's representation as a percentage of total full-time academic staff, there is no discernible difference to be seen between the developed countries of the Commonwealth, and their counterparts in lower-income countries. Although those which employ the smallest numbers of women are developing countries (Ghana, Zambia, Tanzania, Nigeria), the three countries which follow the top-scoring Jamaica are Mauritius (31.8 percent), Malaysia (31.5 percent), and Sri Lanka (30.5 percent). While Australia heads the next group (at 29.6 percent), most of the other developed countries hover just above or below the average Commonwealth percentile, while Hong Kong scores the same as India and less well than, e.g., Swaziland or Lesotho.

It is interesting to compare these figures with the results published by Lie and Malik in 1994,[11] both to see whether there has been any appreciable change in the proportion of women employed within the three Commonwealth countries which overlap with our survey, and in terms of comparison with non-Commonwealth countries.

In 1994, Lie and Malik's study shows that women accounted for 18.6 percent of faculty in Australia, 11.8 percent in Pakistan and 20.5 percent in the UK. Comparison with our survey suggests a rise in female representation within the last five years, by 4 percent in the UK, 6 percent in Pakistan and 11 percent in Australia, but it may be unwise to read too much into this, given the different sample data and methodologies employed in each study. The non-Commonwealth countries in Lie and Malik's study fall into three main groups: in 1994, two Eastern European countries (Poland and Bulgaria) had the highest percentages of female staff (31.7 and 30.8 percent, respectively); in seven countries (France, USA, Turkey, Russia, Norway, China and Greece) women accounted for 20-28 percent of faculty; the proportion of female academics in the remaining four (East Germany, West Germany, Netherlands and Iran) ranged from 18.6 down to 11 percent. A study published by Poole, Bornholt and Summers in 1997,[12] focused on 8 countries (including Australia, Hong Kong and UK), gives a rather more optimistic picture than our own for Australia (34.4 percent women) and Hong Kong (24.6 percent women), but the figures for the UK are slightly lower than ours (21.1 percent women); for the USA and Germany, their results fall into the same range as those of Lie and Malik.

Returning to our survey, behind the figures for each country as a whole, the following institutions are worth noting, either for relatively high, or disappointingly low scores.

Australian Catholic University is the highest-scoring individual institution both within that country and (jointly) within the survey as a whole, with 55 percent women; this may, however, be due partly to the original mission, in the mid-19th century, of the various institutions which now make up the University: to prepare teachers, and later nurses, for Catholic institutions. Nursing and education departments still feature strongly on four of its seven campuses. Sunshine Coast University College (with Arts and Business departments only) has 51.9 percent female staff, but the numbers involved are very small (27 staff in all); 40.2 percent of full-time academics at the University of Western Sydney are women. Similarly in Canada, the highest scoring institution (Trinity College, Toronto) with 40 percent female academics has a tiny number of staff, so the figure cannot be regarded as too significant; the next best is Ryerson Polytechnic University with 36.4 percent women. The University has attributed its success in raising female representation to "a combination of factors, including special measures, the proactive recruitment and selection strategies of a number of academic departments, and the overall number of tenured male faculty who have retired in the last few years".[13]

In India, apart from two all-female institutions, the Tata Institute for Social Sciences has 55 percent women on the full-time academic staff, matching the score of Australian Catholic University; in this case, the institution's disciplinary focus on social sciences probably explains the phenomenon.[14]

In Pakistan, the Aga Khan University has 43.1 percent female academics, with Allama Iqbal Open not far behind with 38.7 percent. In Sri Lanka, the University of Colombo just tips over the 40 percent mark, while in the UK, the two institutions with the highest proportion of female academics are both colleges of the University of London, The Institute of Education (41.6 percent) and Goldsmiths College (39.0 percent).

At the other end of the scale, unusually low numbers of women within institutions appears to be connected with the severe under-representation of women in certain disciplines traditionally perceived as 'masculine', such as mathematics, science and engineering. This, a much-discussed topic among commentators on gender issues in higher education, will be looked at in more detail in Section 3.4, but at this point it is worth noting that in almost every country surveyed, within institutions that are predominantly or exclusively focused on science and technology education, the overall percentage of women on the full-time academic staff is considerably lower than the average for that country.

Notable examples include: the universities of Aston and Bath in the UK (11.7 and 13.2 percent women, respectively), UMIST scores even lower, with only 9.7 percent of women on the full-time staff. Copperbelt University in Zambia has only 5 women (2.5 percent) on its staff, while Zimbabwe's relatively low national score (9.7 percent) is probably due to the fact that the one institution with data good enough for inclusion in the survey is the National University of Science and Technology, Bulawayo. In Ghana, the University of Science and Technology, Kumasi has only 7.9 percent women (compare 15.2 percent at the University College of Education, Winneba); similarly, the lowest-scoring Hong Kong institution is HKUST (13.1 percent). In India, the lowest scores for an institution employing both male and female staff[45] (3.1 and 5.7 percent) are held by the Indian School of Mines and the Indian Institute of Science, Bangalore. Roorkee University (7.7 percent) is also oriented towards science and engineering, though Sri Krishnadevaraya (7.8 percent) is not.

Apart from the University of Technology in Jamaica, which has already been discussed, the one country that appears to buck the trend is Australia: both Curtin UT and RMIT score above the country average of 29.6 percent, but this may be explained in part by the fact that both institutions have departments which fall outside the traditional range of science and technology subjects. The Canadian sample does not contain any institutions with a strong science/technology bias, so it is not possible to comment.

In some countries, agricultural institutions also have a much lower than average proportion of female academic staff. Bangladesh Agricultural University has 4.2 percent women, Indira Gandhi KVV in India has 3.7 percent, in Pakistan, the University of Agriculture, Faisalabad has 4.2 percent and Sindh Agriculture 5.1 percent, while Wye College in the UK employs 10.4 percent full-time female academics.

By contrast, however, in Nigeria, the two agricultural universities featured have the highest proportion of women academics (21.3 percent and 21.8 percent) of all the institutions in the Nigerian sample. Similarly, the University of Agriculture, Malaysia has the highest score (37.2 percent women) in that country's sample.

In countries, such as Australia or the UK, where the present higher education system represents the unification of a former binary divide (between universities and polytechnics/colleges of higher education) it is interesting to note that the former polytechnics or CHEs are generally more women-friendly than the older research-oriented institutions. In Australia, compare, for example Australian Catholic University (55 percent women), Western Sydney (40.2 percent), Canberra (39.9 percent) with Melbourne (24.7 percent women), New England (22.4 percent) or the Australian National University (18.4 percent). The UK sample contains a relatively small number of institutions founded in the 19th or early 20th century (or earlier), but by the comparison both with these (e.g. Durham, 18.8 percent women; Leeds, 16.3 percent) and with the 'red brick' foundations of the 1960s (e.g. Sussex, 21.3 percent, Essex, 17.8 percent, Kent, 17.0 percent), the 'post-1992' universities make a relatively good showing. The proportion of women on the full-time academic staff at the University of North London, for example, is 38.9 percent; at the University of the West of England, Bristol, 36.7 percent; Glasgow Caledonian University employs 36.1 percent women and Leeds Metropolitan University 35.4 percent. Among the older institutions, however, the apparently more progressive line taken by some colleges of the University of London has already been noted (see page 8 above).

Within South Africa, there is not a great difference to be noted between the Historically White Universities (HWU) and the Historically Disadvantaged Universities (HDU) in regard to the proportion of women academics hired, though the HDU institutions in our sample score slightly higher.

3.2 Gender Representation by Status

In terms of total full-time academic staff, then, women currently hold less than quarter of the available posts within the Commonwealth universities in our sample. More significant, however, than the mere numbers of women employed, are the positions that they hold within the academic hierarchy and their consequent ability to influence the policy and direction of their institution, both at departmental and at institutional level.

The next stage of the survey, therefore was to look, within each university, at the relative numbers of women and men within four different academic status groups:

- Professor
- Associate Professor/Reader/Principal Lecturer
- Assistant Professor/Senior Lecturer
- Lecturer

The total numbers at each status level was then calculated by country. The results are displayed in Tables C–F below, and the relative percentages of men and women within each group are shown in Charts 2-5 on pages 55-58.

It should be borne in mind that these groups do not necessarily cover all the academic staff within each university: for example, staff with titles such as Research Fellow or Research Associate are not included in this analysis. A few institutions could not be included in this stage of the survey, either because most of their staff have non-standard academic titles (e.g. some agricultural institutions in India), because all staff have the same non-standard academic title, or because no academic statuses had been supplied by the institution. It should also be noted that staff numbers for each status group shown in Tables C-F below, represent only the 90%+ of the university's staff whose gender was stated to be male or female; figures for staff of unspecified gender are not included at this level of analysis.

3.2.1 Table C: Professors by Country

Country	Women	as %	Men	as %	Men & Women
Australia	166	9.4	1592	90.6	1758
Bangladesh	84	10.4	722	89.6	806
Brunei Darussalam	0	0.0	4	100.0	4
Canada	719	11.8	5357	88.2	6076
Cyprus	1	6.7	14	93.3	15
Ghana	1	10.0	9	90.0	10
Hong Kong	27	7.3	343	92.7	370
India	274	10.5	2341	89.5	2615
Jamaica	0	0.0	1	100.0	1
Kenya	0	0.0	9	100.0	9
Lesotho	0	0.0	10	100.0	10
Malaysia	28	9.6	264	90.4	292
Malta	1	2.1	47	97.9	48
Mauritius	0	0.0	4	100.0	4
New Zealand	24	9.5	229	90.5	253
Nigeria	40	5.0	762	95.0	802
Pakistan	10	8.5	107	91.5	117

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Papua New Guinea	1	5.9	16	94.1	17
Sierra Leone	0	0.0	3	100.0	3
Singapore	0	0.0	18	100.0	18
South Africa	73	8.0	844	92.0	917
South Pacific	1	4.5	21	95.5	22
Sri Lanka	17	12.2	122	87.8	139
Swaziland	0	0.0	8	100.0	8
Tanzania	5	8.6	53	91.4	58
Uganda	2	16.7	10	83.3	12
United Kingdom	333	8.6	3542	91.4	3875
West Indies	5	7.1	65	92.9	70
Zambia	2	8.3	22	91.7	24
Zimbabwe	0	0.0	4	100.0	4
Commonwealth	**1814**	**9.9**	**16,543**	**90.1**	**18,357**

As can be seen from Table C, in nine of the 30 Commonwealth countries featured in the survey, there are no women Professors at all within our sample institutions, though it should be remembered that in each case, the country sample includes only one institution. At the top end of the scale, Uganda has the highest percentage of female Professors (16.7), but again this is based on only one institution, and a relatively small number of staff. Between these points, five countries have between 10 and 12.2 percent women Professors, with Sri Lanka (12.2 percent) and Canada (11.8 percent) leading the field, in another 13 countries, between 5 and 10 percent of women have achieved professorial status, while Malta and the South Pacific trail behind with less than 5 percent.

When it comes to female representation at the top of the academic hierarchy, it cannot be concluded that there is any clear division between developed and developing Commonwealth countries. Though the nine countries with no women Professors all belong to the developing regions of the Commonwealth, the small numbers of staff involved in each country sample mean that it would be unwise to attribute too much significance to this. Apart from Canada, the developed countries all fall into the group with between 5 and 10 percent female Professors, scoring worse than, e.g. Sri Lanka and Bangladesh. It should also be noted that the Canadian average is raised by the inclusion of one institution (Nipissing) with 40 percent female Professors, but again the total number of Professors in this institution is very small (5 staff). Though Australia and New Zealand are near the top of this group, the UK and South Africa, with 8.6 and 8.0 percent female Professors score on a par with Tanzania, Zambia and Pakistan.

Again, it might be worth comparing these statistics with those produced by Lie and Malik in 1994.[16] The three Commonwealth countries which appear in both surveys all show a rise in the percentage of female Professors since 1994: in Pakistan, the

proportion of women has doubled (from 4.2 to 8.5 percent); the UK shows a rise from 4.9 to 8.6 percent; the increase for Australia is less spectacular, but starts from a higher baseline (7.4 to 9.4 percent).

When it comes to women Professors, the results for the non-Commonwealth countries vary slightly from those for total female faculty numbers. Turkey has the best score (20 percent), followed by Poland (16.9 percent), five countries (USA, Bulgaria, France, Russia, and China) have 11-14 percent female Professors; in Norway, Greece, Iran and West Germany, women make up 5-10 percent of the professoriate; East Germany had 4.9 percent female Professors and The Netherlands 2.3 percent.

Looking at individual institutions within our survey, universities which seem to have made relatively good progress in appointing women to professorships are James Cook and La Trobe in Australia (23.4 and 20.0 percent respectively), while Southern Cross University has 17.6 percent female Professors. At this level of appointment, the more women-friendly approach of the newer universities noted above is not so apparent. Several of the newer institutions (including Australian Catholic University) have no women Professors at all as yet. Those institutions with between 10 and 16 percent women Professors include both new and older universities: Edith Cowan, Canberra, Charles Sturt, but also Melbourne, Wollongong, Northern Territory.

By contrast, in the UK, the warmer climate for women which was found in the post-1992 universities in terms of total full-time academic numbers appears to be upheld at the professorial level. Apart from London's School of Pharmacy and Institute of Education (22.2 and 31.8 percent) all those with more than one-fifth women Professors are 'new universities'. Oxford Brookes with 37.5 percent female Professors is particularly impressive. The next group of five institutions with 15-20 percent of female Professors comprises two London colleges, one 'new' university and two 'red-brick' foundations (1960s). The Women Professors' League Table, drawn up by the *THES*,[17] using HESA data from the 69 UK institutions with 40+ Professors, presents much the same picture: its top ten institutions (with between 14.6 and 28.8 percent female Professors) comprise four new universities, three London Colleges and three 'red-brick' institutions.

Apart from Nipissing (already mentioned), no institution in the Canadian sample has even one-fifth women among its Professors, the best are Mount Allison, New Brunswick and Winnipeg (16.4, 16.3 and 16.7 percent), a similar proportion of women Professors appear in two universities in Bangladesh (Open University and Dhaka) and one institution in Ghana (Cape Coast). By contrast no university in the Hong Kong sample has even 10 percent of women Professors. In India, the picture might appear more encouraging: apart from the two institutions which hire all or mostly women: (Avinashilingam Institute and SNDT Women's University) six of the 45 institutions in the sample have between 20 and 32 percent female Professors, and another two have between 15 and 20 percent. Mahatma Gandhi's

50 percent is rather misleading, as there are only 2 Professors on the staff. At the other end of the scale, however, 13 institutions have no women Professors at all; one of these is an all-male institution and four more are heavily science/agriculture-oriented.

In Malaysia, only the National University has more than 15 percent of women among its Professors. No institution in our New Zealand or Nigerian samples achieves even that; the same is true of South Africa. In the Pakistan sample, there is a polarisation. Aga Khan and Allama Iqbal Open have, respectively, 23.5 and 25.0 percent female Professors, but the other three (2 agricultural and one Islamic institution) have none at all. Sri Lanka owes its relatively good national average of 12.2 percent to Colombo University, with an impressive 36.7 percent of female Professors, but four of the other six institutions in the sample have no female Professors at all, though in three of these cases the numbers involved are small (five or less Professors in total). In Uganda, Mbarara's 25 percent of women professors appears to buck the science and technology trend against women, though again the total number of Professors is small (8 staff).

3.2.2 Table D: Associate Professors/Readers/Principal Lecturers by Country

Country	Women	as %	Men	as %	Men & Women
Australia	348	16.1	1807	83.9	2155
Bangladesh	99	19.9	399	80.1	498
Brunei Darussalam	0	0.0	18	100.0	18
Canada	1332	25.7	3858	74.3	5190
Cyprus	3	9.1	30	90.9	33
Ghana	3	5.3	54	94.7	57
Hong Kong	128	16.7	637	83.3	765
India	588	20.3	2303	79.7	2891
Jamaica	11	52.4	10	47.6	21
Kenya	0	0.0	12	100.0	12
Lesotho	0	0.0	12	100.0	12
Malaysia	153	20.4	596	79.6	749
Malta	1	4.3	22	95.7	23
Mauritius	2	11.8	15	88.2	17
New Zealand	17	6.2	256	93.8	273
Nigeria	25	9.3	245	90.7	270
Pakistan	21	8.6	223	91.4	244
Papua New Guinea	1	7.1	13	92.9	14
Sierra Leone	0	0.0	7	100.0	7

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Singapore	7	8.4	76	91.6	83
South Africa	68	13.9	421	86.1	489
South Pacific	0	0.0	24	100.0	24
Sri Lanka	26	25.2	77	74.8	103
Swaziland	1	6.7	14	93.3	15
Tanzania	3	3.8	75	96.2	78
Uganda	3	20.0	12	80.0	15
United Kingdom	509	16.2	2641	83.8	3150
West Indies	1	5.0	19	95.0	20
Zambia	0	0.0	25	100.0	25
Zimbabwe	1	33.3	2	66.7	3
Commonwealth	**3351**	**19.4**	**13,903**	**80.6**	**17,254**

What of the next level? It would be encouraging to think that while the proportion of women who have achieved professorships is still very low (less than 10 percent across the Commonwealth), women were waiting to step up, clustered in the wings at Associate Professor or Reader level.

On the basis of our survey results, however, this does not appear to be the case. Table D shows that across the Commonwealth less than 20 percent of posts at Reader/Associate Professor level are held by women. Country averages range from Jamaica (52.4 percent) and Zimbabwe (33.3 percent) to a group of six countries with no women at this level at all. It is, however, worth noting that in all these cases, each country is represented only by one institution, and that in the case of Zimbabwe, the numbers of staff involved are very small. Between these extremes, the countries that perform the best are Canada and Sri Lanka, with 25.7 and 25.2 percent women, followed by India, Malaysia and Uganda, though India's result may be boosted by the inclusion of the two women's universities and Uganda's numbers are very small. Behind Bangladesh (19.9 percent), Australia, Hong Kong, and the UK all come in the next group, with 16-17 percent of women at the level of Reader or Associate Professor, while South Africa trails with 13.9 percent women.

At first sight, it looks as though a more heartening slant could be put on these figures, at least for the UK, where the study published in 1998 by *the Times Higher Education Supplement (THES)*,[18] suggests that "the best news appears to be for the high fliers of tomorrow". Based on a study of 69 UK institutions (with 40+ Professors), the *THES* survey shows that between 1995-97, 65 percent of new appointments at the Reader/Principal Lecturer/Senior Lecturer level went to women. It does, however, add the caveat that a third of these appointments were made in the 'traditionally female' fields of nursing and paramedical studies.

Behind the country-wide statistics, individual institutions which stand out for achieving a relatively high percentage of women staff at this level are: Australian Catholic, the University of South Australia, and the University of Western Sydney (38.7, 32.4 and 39.3 percent, respectively), the University of Dhaka in Bangladesh (29.3 percent), five universities in Canada with 31-36 percent women (Alberta, Athabasca, New Brunswick, Winnipeg and York). In India, albeit a long way behind the Tata Institute of Social Sciences (69.6 percent women), there are six institutions with 30-37 percent female Readers or Associate Professors. It is also marked that apart from one traditionally all-male institution, only two Indian institutions have less than 5 percent of women at this level (as compared to 21 institutions with less than 5 percent female professors).

The University of Technology, Jamaica is one of the rare institutions where the majority of staff at this level are women (52.4): this may take on greater significance as a reflection of influence and seniority, when it is considered that the University has only one professorial post at present (though the incumbent is male). Two Malaysian universities have just over 25 percent women among their Readers/Associate Professors, as does one Nigerian institution, but in New Zealand, interestingly and unusually, the representation of women at this level (6.2 percent) is not any better than among the professorial group. In Pakistan, Aga Khan and Allama Iqbal Open once again lift their country's average with 32.4 and 35.7 percent women at the Associate Professor level. Nanyang Technological University in Singapore has 28.5 percent women, while the highest scoring institutions in South Africa are Western Cape (HDU: 26.1 percent) and Rand Afrikaans University (HWU: 33.3 percent).

Colombo University in Sri Lanka is one of the highest scoring institutions in the survey, with 50 percent female Readers/Associate Professors, while in Uganda, Mbarara's score of 37.5 percent is again surprisingly high for a science and technology university.

3.2.3 Table E: Assistant Professors/Senior Lecturers by Country

Country	Women	as %	Men	as %	Men & Women
Australia	1188	25.3	3510	74.7	4698
Bangladesh	97	22.6	333	77.4	430
Brunei Darussalam	6	18.2	27	81.8	33
Canada	1218	38.7	1929	61.3	3147
Cyprus	5	10.6	42	89.4	47
Ghana	14	7.8	165	92.2	179
Hong Kong	287	22.1	1011	77.9	1298
India	227	18.4	1225	81.6	1502
Jamaica	21	61.8	13	38.2	34

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Kenya	8	12.7	55	87.3	63
Lesotho	10	16.7	50	83.3	60
Malaysia	28	22.8	95	77.2	123
Malta	5	5.4	87	94.6	92
Mauritius	9	22.0	32	78.0	41
New Zealand	207	22.3	720	77.7	927
Nigeria	175	12.6	1212	87.4	1387
Pakistan	40	14.8	230	85.2	270
Papua New Guinea	3	6.8	41	93.2	44
Sierra Leone	3	33.3	6	66.7	9
Singapore	74	17.1	360	82.9	434
South Africa	319	24.8	969	75.2	1288
South Pacific	13	25.0	39	75.0	52
Sri Lanka	231	30.9	516	69.1	747
Swaziland	3	11.5	23	88.5	26
Tanzania	24	12.7	165	87.3	189
Uganda	1	7.7	12	92.3	13
United Kingdom	2746	28.0	7061	72.0	9807
West Indies	31	15.9	164	84.1	195
Zambia	12	17.4	57	82.6	69
Zimbabwe (a)					
Commonwealth	**7005**	**25.7**	**20,149**	**74.1**	**27,204**

a) This status is not applicable at the one Zimbabwean institution which could be included in the survey

Even at the Senior Lecturer/Assistant Professor level, the representation of women on the full-time academic staff as a Commonwealth average only just tips over the 25 percent mark. Of the individual countries, only Jamaica achieves a clear majority of women at this level (61.8 percent), the next best are Canada (38.7 percent women), followed by Sierra Leone (33.3 percent, but the staff numbers involved are very small) and Sri Lanka (30.6 percent). In the next group, with 25-30 percent female Senior Lecturers/Assistant Professors, comes the UK (28.0 percent) and the South Pacific (25.0 percent) closely followed by South Africa (24.8 percent). Just over one-third of the Commonwealth countries featured have between 16 and 22 percent women at Senior Lecturer level, with 10 developing countries forming the last group with between 5 and 15 percent women holding these posts.

Within Australia, the institutions with the highest proportion of female Senior Lecturers are Australian Catholic (47.5 percent), South Australia (34.8 percent) and Western Sydney (37.8 percent), which also had the highest numbers of Associate Professors/Readers in that country. These universities would appear,

therefore, to have made relatively good progress in appointing, promoting and retaining women in the middle and upper-middle ranks of the hierarchy, though as yet these female academics have not pushed through to the top rank of Professor. Sunshine Coast's 66.7 percent women rests on a sample of three staff, so cannot be given much weight; the same is probably true of Bangladesh Open (75 percent women, but only 4 staff at this level at the institution). Dhaka, however, with a fairly strong showing at Associate Professor level has a similar proportion of women (29.7 percent) within the Assistant Professor/Senior Lecturer group.

In Canada, eight of the 20 institutions featured have more than 40 percent women holding the post of Assistant Professor, and another five have 35-40 percent at this grade, but it should be remembered that relatively few staff within Canadian universities are appointed below the rank of Assistant Professor, ie at the Lecturer grade. At Hong Kong Baptist University, almost a third of staff at this level are women, while in India, four of the 19 institutions which appoint staff with this title have between 31 and 43 percent women; in New Zealand, Victoria University of Wellington has just under 31 percent women with the title of Senior Lecturer; the two Nigerian agricultural universities in the sample fall in a similar range (30 and 28.6 percent). In Pakistan, Aga Khan and Allama Iqbal Open (38.5 and 32.7 percent) again provide a strong contrast with their 3 fellows. Sindh Agriculture has no women at this level.

In South Africa one HWU (Rand Afrikaans) has the highest percentage of women at this level, with two HDUs (Western Cape 31.3 percent; Durban Westville 31.4 percent) next in line. The range of scores is relatively narrow within the South African sample for this group: the lowest scores are just under 20 percent. In Sri Lanka, Colombo once again has the strongest female showing (37.9 percent), but once one gets down to this level, the nearest institutions (Kelaniya with 33.6 and Sri Jayewardenepura with 31.1 percent) are not so far behind. Of the 60 UK institutions featured, seven have between 41 and 51 percent of women in this status group, another 12 have 30-40 percent female Senior Lecturers. Again the London colleges and the new universities lead the way.

At the other end of the scale, among the Ghanaian institutions in our sample, the highest proportion of women, even at this level, is only 11.9 percent; Malta has an even smaller percentage of female staff in this group (5.4 percent); almost half the Nigerian institutions featured have less than 7.5 percent female staff among their Senior Lecturers/Assistant Professors. The four Indian institutions with unusually low numbers of women at this level (less than 6.5 percent) are once again those with a science/technology/agriculture focus. A similar pattern is observable in the UK: those with unusually low numbers of women at this level include Aston, Bath, Cranfield, UMIST and Wye College. Stirling and Paisley, however, both with a mix of arts/social science and science departments also fall into this group.

3.2.4 Table F: Lecturers by Country

Country	Women	as %	Men	as %	Men & Women
Australia	3144	42.3	4286	57.7	7430
Bangladesh	80	23.7	257	76.3	337
Brunei Darussalam	28	25.0	84	75.0	112
Canada	156	50.5	153	49.5	309
Ghana	44	10.1	390	89.9	434
Hong Kong	147	27.0	398	73.0	545
India	1211	36.8	2080	63.2	3291
Jamaica	68	55.7	54	44.3	122
Kenya	32	12.3	229	87.7	261
Lesotho	33	26.8	90	73.2	123
Malaysia	681	34.5	1294	65.5	1975
Malta	15	17.9	69	82.1	84
Mauritius	43	40.2	64	59.8	107
New Zealand	310	44.0	394	56.0	704
Nigeria	410	17.0	2006	83.0	2416
Pakistan	59	16.0	309	84.0	368
Papua New Guinea	31	20.3	122	79.7	153
Sierra Leone	7	17.5	33	82.5	40
Singapore	107	28.5	269	71.5	376
South Africa	697	43.0	923	57.0	1620
South Pacific	39	33.9	76	66.1	115
Sri Lanka	258	35.5	469	64.5	727
Swaziland	55	35.7	99	64.3	154
Tanzania	25	10.7	209	89.3	234
Uganda	9	18.0	41	82.0	50
United Kingdom	3584	32.7	7365	67.3	10,949
West Indies	134	35.6	242	64.4	376
Zambia	39	10.2	344	89.8	383
Zimbabwe	8	10.8	74	90.2	82
Commonwealth	**11,454**	**33.8**	**22,423**	**66.2**	**33,877**

Table F suggests that it is only at the level of Lecturer that women begin to be represented in numbers that equal or come close to those of their male colleagues. In two of the 29 countries featured (Canada and Jamaica), women Lecturers slightly outnumber men, while in another four (Australia, Mauritius, New Zealand,

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and South Africa) women make up 40-45 percent of full-time Lecturers. A further seven countries have between 32 and 37 percent female Lecturers (India, Malaysia, South Pacific, Sri Lanka, Swaziland, UK and the West Indies). The next group consists of 10 countries with between 15 and 30 per cent female Lecturers (Bangladesh, Brunei, Hong Kong, Lesotho, Malta, Nigeria, Pakistan, Papua New Guinea, Sierra Leone, Singapore), while Ghana, Kenya, Tanzania, Zambia and Zimbabwe bring up the rear with between 10 and 12.5 percent women appointed to Lectureships. The status of Lecturer does not apply at the University of Cyprus.

It is at this level too, for the first time, that some distinction can be drawn between the position within universities in developed countries and those in developing nations, and between those in different regions of the lower-income Commonwealth countries. Of the six countries who have achieved or are approaching equal numbers in terms of men and women hired at Lecturer level, four have the status of developed nations. The UK, however, and still more Hong Kong, are lagging behind their counterparts in Canada, Australia, New Zealand and South Africa. It is also notable that among developing Commonwealth countries, the representation of women at the level of Lecturer is considerably lower within African countries than in the Asian or Pacific regions.

Within the various countries, it is interesting to note that just over 50 percent of the Australian sample have more than 40 percent women at Lecturer level, and five of these actually have more women than men. At this status level, the apparent contrast in practice between older and newer universities already noted for the more senior positions, does not really apply; the group is more or less evenly divided between old and newer institutions. In Bangladesh, Dhaka again leads the field with 32.3 percent women Lecturers.

Within Canada, women Lecturers are in the clear majority within most of the institutions included in the survey, but it should be noted that the status of Lecturer is relatively unusual in Canadian institutions and the numbers involved are quite small. The fact, moreover, that the majority of entry-level appointments within Canadian universities are made at the Assistant Professor grade suggests that high female representation within this group is not necessarily a good thing. Hong Kong's Baptist University has the highest percentage of women lecturers (40 percent) in the sample, followed by City University (36.9 percent); the country average is brought down by HKUST, with only 9.7 percent female Lecturers.

In India, Tata Institute of Social Sciences again leads the way with 60 percent female Lecturers, but the universities of Delhi, Mumbai, Pune, Kerala and Indira Gandhi National Open University are also worth noting with 42-48 percent women at Lecturer level. In Malaysia, the National University has 39.2 female Lecturers, followed by International Islamic with 37.1 percent. At Waikato University in New Zealand, women have just outstripped men at Lecturer level (51 percent), next comes Victoria University of Wellington with 47.2 percent. The contrast between the relatively good representation of women at this level and higher up is

particularly strong in this country, which fared badly compared to other developed nations in terms of women holding more senior posts.

Only one university in Nigeria has appointed women to more than a quarter of its lectureships, but it is interesting that two of the five which score relatively well (more than 20 percent) are agricultural institutions, which goes against the trend in other countries. In Pakistan, Allama Iqbal Open has 43.8 percent women Lecturers, in tune with its relatively good practice at higher levels, but Aga Khan's numbers at this level are too small to be given much weight. The representation of women at Lecturer level within South Africa is very consistent across the spread of institutions (both HDU and HWU), ranging from 36.3 percent (Natal) to just under 50 percent (Rand Afrikaans). In Sri Lanka, four of the seven institutions surveyed have more than 40 percent female Lecturers, though in one instance (the General Sir John Kotelawala Defence Academy) the numbers involved are very small.

Within the UK sample of 60 institutions, 10 percent of institutions have more women Lecturers than men. Leeds Metropolitan University leads the way with 66.7 percent, while the percentage of women in the others ranges from 54.5 to 58 percent. Three of these six are new universities, one is 'red-brick', one is the private University of Buckingham and the other is London's Institute of Education, which has a record of employing higher than average numbers of women at every level. By contrast with the Australian sample, where the 'binary-divide' effect was not so strongly marked at this level, the next group of 14 UK institutions with between 40-50 percent female Lecturers is composed, with one exception (The University of Wales at Bangor), exclusively of 'post-1992' universities and colleges of the University of London, which tended also to have better than average representation of women at higher status levels.

Within institutions that focus on science and technology, however, women tend to be strongly under-represented even at Lecturer level. In the UK these include: Aston (16.7 percent), UMIST (15.9 percent), the Royal Veterinary College, London (17.4) and Imperial College (18.4). At Copperbelt University in Zambia, women make up only 3.3 percent of full-time Lecturers. Women hold just over 10 percent of lectureships at the National University of Science & Technology, Bulawayo in Zimbabwe and 8.6 percent of posts at the University of Science & Technology, Kumasi in Ghana. Hong Kong UST's low score (9.7) by contrast with other Hong Institutions has already been mentioned. In Nigeria, The Federal University of Technology, Akure (9.6 percent) and Ladoke Akintola University of Technology (5.6 percent) hold the two lowest scores in that country apart from Usmanu Danfodiyo (3.6 percent), which has, however, both arts and science departments. Within India, however, this tendency seems less marked: though Roorkee (5.6 percent women) and the Indian School of Mines (11.8) are low scores, while the Indian Institute of Science has no women among its seven Lecturers, figures for Birla Institute of Science & Technology (21.3 percent women) and Jawaharlal Nehru Technological (17.4), though below average for the country as a whole, are not extreme. Similarly, the University of Science, Malaysia

has the lowest percentage of women lecturers in that country's sample, but the figure (28.0 percent) is relatively respectable.

The generally higher representation of women within universities at Lecturer level can be looked at in two ways. In a positive light, it could be said that half a dozen Commonwealth countries are now coming close to achieving equality for women in making appointments at the start of individuals' academic careers, while the universities in a further seven countries, mostly from the developing regions of the Commonwealth, have a third or more of their Lectureships filled by women.

From a more negative standpoint, however, given the absence, as yet, of a similar proportion of women occupying posts even at Senior Lecturer level, let alone that of Reader/Associate Professor or full Professor, it could be concluded either that women are getting stuck at the Lecturer level and not being promoted up the academic hierarchy, and/or that after a few years in academia, they are dropping out, perhaps because of the difficulties of combining academic and family commitments, to be replaced by other new female recruits to the profession. The increased number of female *entrants* to the academic profession which is now shown for some Commonwealth countries can only be interpreted as a genuine sign of progress towards equality for women within academe if it could be shown in five or ten years time, that within those countries or institutions, women were filling a similar proportion of posts at the Senior Lecturer level, and so on.

Some evidence on this issue of progress is forthcoming from a recent study by Drakich and Stewart[19] of women in Canadian universities between 1957 and 1994, based on Statistics Canada's data for full-time faculty. In contrast to Caplan's conclusion,[20] drawn from a number of US studies, that "even where hiring of women is on the increase the overall rates at which they get promotion and tenure is actually declining", the Canadian study shows that whereas in 1957 only 10.7 percent of women faculty in Canadian universities had achieved the rank of full Professor, by 1994 this had risen to 19.1 percent; similarly, the percentage of Associate Professors among female academics had climbed from 18.7 percent to 37.5 percent in the same period. The study does, however, admit that the overall percentage of women in full-time tenured posts in Canadian universities has not risen at the same rate (10.8 percent in 1957, 15.2 percent in 1982, 22.7 percent in 1994). Nor can it be assumed that the proportion of women in senior positions will necessarily continue to increase over time until equal numbers are achieved; it is interesting to note that between 1960-1973 the proportion of women academics who achieved full professorships was actually lower (1960: 9.1 percent, 1965: 6.5 percent, 1970: 5.3 percent, 1973: 7.1 percent) than the figure for 1957.

Data starting in the 1950s is also available for India, showing a steady rise in the percentage of female university and college teachers from 8 percent in 1950 to 24 percent in 1982; unfortunately figures are not available after that year.[21]

3.3 Gender Division Among Heads of Academic Departments

The next stage of the survey was to search for Heads of Academic Departments and major Research Centres, etc, by gender. It should be noted that in the material submitted to the ACU, Heads are not necessarily indicated for every department in every university within the survey sample. Results by country are given in Table G below and displayed in terms of percentages in Chart 6 on page 59.

Table G:
Gender Division among Heads of Academic Departments, Centres, etc

Country	Female Heads	as %	Male Heads	as %	Male & Female Heads
Australia	166	18.5	729	81.5	895
Bangladesh	9	6.6	127	93.4	136
Brunei Darussalam	3	18.8	13	81.2	16
Canada	189	15.9	1003	84.1	1192
Cyprus	1	8.3	11	91.7	12
Ghana	5	4.5	105	95.5	110
Hong Kong	25	11.3	196	88.7	221
India	199	18.4	884	81.6	1083
Jamaica	6	66.7	3	33.3	9
Kenya	3	11.5	23	88.5	26
Lesotho	9	25.7	26	74.3	35
Malaysia	36	18.0	164	82.0	200
Malta	6	7.0	80	93.0	86
Mauritius	1	6.3	15	93.7	16
New Zealand	36	15.5	196	84.5	232
Nigeria	64	10.2	563	89.8	627
Pakistan	18	19.4	75	80.6	93
Papua New Guinea	6	17.1	29	82.9	35
Sierra Leone	2	10.5	17	89.5	19
Singapore	12	20.7	46	79.3	58
South Africa	93	14.1	567	85.9	660
South Pacific	7	15.9	37	84.1	44
Sri Lanka	44	21.8	158	78.2	202
Swaziland	5	18.5	22	81.5	27
Tanzania	9	11.0	73	89.0	82
Uganda	6	26.1	17	73.9	23

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United Kingdom	251	13.7	1583	86.3	1834
West Indies	14	17.3	67	82.7	81
Zambia	8	14.0	49	86.0	57
Zimbabwe	1	8.3	11	91.7	12
Commonwealth	**1234**	**15.2**	**6889**	**84.8**	**8123**

Given that in the majority of universities in Commonwealth countries, the position of Head of Department tends to be awarded to staff of relatively senior status, it is not surprising that the Commonwealth average percentage of women leading academic departments falls between the Commonwealth average score for professors (9.9 percent women) and that for Associate Professors/Readers (19.4).

Only Jamaica has a majority of women heading academic departments (66.7 percent); after that, four countries (Lesotho, Singapore, Sri Lanka, Uganda) have between 20 and 26 percent of female heads; another 10 (including Australia, Canada, and New Zealand) have women heads in 15-20 percent of departments. Hong Kong, South Africa and the UK come in the next group of eight institutions (10-15 percent female heads); finally, in six countries (Bangladesh, Cyprus, Ghana, Malta, Mauritius, Zimbabwe) women account for less than 10 percent of department heads.

Within Australia, only Australian Catholic University comes close to achieving an equal number of male and female heads (46.7 percent); the next six institutions (with over 25 percent) are all, except for the University of Sydney, 'new universities'. The picture is still less encouraging for Canada; only one institution in the sample has more than 35 percent of departments led by a woman, while six have less than 10 percent female heads. In India, the Tata Institute of Social Sciences has the highest percentage (60) of female heads (apart from the two women's universities); the next four (Dibrugarh, Maharaja Sayajirao University of Baroda, Mumbai and Rabindra Bharati) have between 30 and 35 percent of departments with female heads. Apart from the Central Institute of Higher Tibetan Studies (traditionally an all-male institution), eight institutions, however, have no female heads of department at all (three of these are science and technology-oriented), and another nine have less than 10 percent. No institution in the New Zealand sample has even 25 percent of female heads, while the best Nigerian scores belong, rather surprisingly, to an agricultural university (Abeokuta: 21.7 percent) and then to Ibadan (20 percent); two of the three institutions with no female heads of department are science/technology-focused. In Pakistan, Aga Khan University has 40 percent of departments led by women, consistent with its relatively high proportion of women in all status groups, and is followed, as usual, by Allama Iqbal Open (26.7 percent).

Of the South African sample, two HDUs (Western Cape and Durban Westville) have the highest proportion of women heads, though representation still falls short

of 25 percent. In Sri Lanka, the record of Colombo University, with 34.3 percent of departments headed by a woman, is consistent with its encouraging figures for women's representation in other status groups; three other institutions have 20-25 percent female heads. In Uganda, the figures for Mbarara UST (33.3 percent) and Uganda Martyrs (50 percent) look good, but the actual numbers of staff involved are very small; by contrast, all eight departments at the Islamic University are led by men. From the UK sample of 60 institutions, only three (all new universities) have between 35 and 46 percent of departments where a woman is in charge; another 14 (three 'red-brick'; seven 'new' universities; four London colleges) have between 20 and 31 percent female heads. An unusual paucity of women heads can be explained by the science/technology factor in the case of Aston, Cranfield, UMIST, and London's Wye College, School of Pharmacy, and Royal Veterinary College (no women heads at all in these). Scores of under five percent, however, can also be found at the universities of Kent, Leeds, Strathclyde, Ulster, Paisley, Portsmouth, and the London Business School. Goldsmiths' College, with 6.7 percent female heads, is surprising given its high scores in other status groups.

3.4 Gender Representation within Selected Academic Subjects

While women may be under-represented generally on the academic staff within universities, the problem is felt to be particularly acute in subjects of study, such as science, mathematics and engineering which, traditionally, have been regarded as more 'suitable' for men. To ascertain the extent to which this is still the case, a search was done for male and female staff within the following subject disciplines:

- chemistry/chemical sciences
- biology/biological sciences
- mathematics
- computer/computing science or information technology
- engineering
- English
- history
- social science/work, etc/sociology

It should be noted that, due to the complexity of the database and the variations in organisational structure and departmental nomenclature used by different institutions, it was not possible to capture, via this search, all staff working in these subject areas in all the institutions featured in the survey. Where, for example, English and history staff were listed on the database under Humanities, or chemists and biologists under Science, these staff will not have been picked up by the search. In other cases, certain subjects are not taught within some institutions, e.g. arts subjects in universities with a science/technology focus. Some countries, particularly those represented by only one or two institutions may, for this reason, be omitted from some of the tables. There is, however, no reason to suppose that this technical problem will have biased the data one way or the other.

The data in Tables H-O below, therefore, should be regarded only as a representative sample of staff teaching these subjects within the Commonwealth countries surveyed. Results in terms of relative percentages of men and women for all these subjects are displayed in Charts 7-14 on pages 60-67.

3.4.1 Table H:
Gender Representation within Selected Departments: Biology, etc

Country	Women	as %	Men	as %	Men & Women
Australia	127	26.3	355	73.7	482
Bangladesh	4	12.1	29	87.9	33
Brunei Darussalam	3	30.0	7	70.0	10
Canada	126	18.4	559	81.6	685
Ghana	4	21.1	15	78.9	19
Hong Kong	16	14.2	97	85.8	113
India	42	29.6	100	70.4	142
Lesotho	1	11.1	8	88.9	9
Malaysia	37	32.5	77	67.5	114
Malta	1	20.0	4	80.0	5
New Zealand	5	8.1	57	91.9	62
Nigeria	61	19.2	257	80.8	318
Pakistan	6	37.5	10	62.5	16
Papua New Guinea	3	25.0	9	75.0	12
Sierra Leone	0	0.0	4	100.0	4
South Africa	21	23.6	68	76.4	89
South Pacific	4	40.0	6	60.0	10
Sri Lanka	33	54.1	28	45.9	61
Swaziland	3	30.0	7	70.0	10
Tanzania	4	12.1	29	87.9	33
Uganda	1	33.3	2	66.7	3
United Kingdom	203	15.8	1080	84.2	1283
West Indies	5	35.7	9	64.3	14
Zambia	5	21.7	18	78.3	23
Zimbabwe	2	33.3	4	66.7	6
Commonwealth	**717**	**20.2**	**2839**	**79.8**	**3556**

Of the two 'science' subjects, it is generally the case that women are better represented in biology departments than among the chemists. Sri Lanka is the only

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country, however, where women biologists are in the majority (54.1 percent), in another seven countries women represent between 30 and 40 percent of full-time staff in biology departments, and in a further seven countries, between 20-30 percent. Another seven (including the UK and Hong Kong) have between 10-20 percent women, while New Zealand trails with only 8.1 percent. Sierra Leone has no women biologists at all, but the numbers involved are very small. Female representation across the Commonwealth averages out at 20.2 percent.

3.4.2 Table I: Gender Representation within Selected Departments: Chemistry, etc

Country	Women	as %	Men	as %	Men & Women
Australia	74	13.4	479	86.6	553
Bangladesh	27	18.0	123	82.0	150
Brunei Darussalam	4	40.0	6	60.0	10
Canada	71	11.4	554	88.6	625
Ghana	5	12.2	36	87.8	41
Hong Kong	17	9.7	158	90.3	175
India	136	17.0	666	83.0	802
Kenya	2	5.3	36	94.7	38
Lesotho	1	8.3	11	91.7	12
Malaysia	51	28.8	126	71.2	177
Malta	2	15.4	11	84.6	13
Mauritius	6	50.0	6	50.0	12
New Zealand	6	6.5	87	93.5	93
Nigeria	42	9.5	401	90.5	443
Pakistan	9	17.8	42	82.2	51
Papua New Guinea	0	0.0	6	100	6
Sierra Leone	0	0.0	4	100.0	4
South Africa	52	21.5	190	78.5	242
South Pacific	2	15.4	11	84.6	13
Sri Lanka	53	37.9	87	62.1	140
Swaziland	1	12.5	7	87.5	8
Tanzania	3	5.4	53	94.6	56
Uganda	1	25.0	3	75.0	4
United Kingdom	128	10.5	1086	89.5	1214
West Indies	9	14.1	55	85.9	64
Zambia	2	5.1	37	94.9	39
Zimbabwe	1	11.1	8	88.9	9
Commonwealth	**705**	**14.1**	**4289**	**85.9**	**4994**

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Within the chemistry departments in our sample, women are even thinner on the ground: half the chemistry staff at the University of Mauritius are women, and Sri Lanka again does well with 37.9 percent female chemists. Brunei has 40 percent women, but the numbers involved are very small (10 staff in total). After that, only three countries (Malaysia, South Africa, Uganda) have between 20-30 percent female staff, and in the latter case the sample is again probably too small to be regarded as very significant; 12 countries have between 10 and 20 percent women in their chemistry departments, and another seven (including Hong Kong and New Zealand) have less than 10 percent.

3.4.3 Table J:
Gender Representation within Selected Departments: Mathematics

Country	Women	as %	Men	as %	Men & Women
Australia	97	16.1	504	83.9	601
Bangladesh	12	19.0	51	81.0	63
Brunei Darussalam	2	11.1	16	88.9	18
Canada	67	11.6	510	88.4	577
Cyprus	1	5.9	16	94.1	17
Ghana	2	5.6	34	94.4	36
Hong Kong	3	2.5	116	97.5	119
India	75	20.5	291	79.5	366
Kenya	0	0.0	25	100.0	25
Lesotho	1	5.6	17	94.4	18
Malaysia	21	31.3	46	68.7	67
Malta	3	25.0	9	75.0	12
New Zealand	6	8.3	66	91.7	72
Nigeria	10	6.6	142	93.4	152
Pakistan	2	6.7	28	93.3	30
Papua New Guinea	3	15.8	16	84.2	19
Sierra Leone	0	0.0	2	100.0	2
South Africa	21	12.9	142	87.1	163
South Pacific	6	35.3	11	64.7	17
Sri Lanka	21	22.8	71	77.2	92
Swaziland	1	11.1	8	88.9	9
Tanzania	1	9.1	10	90.9	11
United Kingdom	80	10.4	691	89.6	771
West Indies	1	6.7	14	93.3	15

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Zambia	3	16.7	15	83.3	18
Zimbabwe	1	9.1	10	90.9	11
Commonwealth	**440**	**13.3**	**2861**	**86.7**	**3301**

The picture for mathematics (Commonwealth average 13.3 percent) is roughly similar to that for chemistry (14.1 percent). In only two countries (South Pacific and Malaysia) do women mathematicians make up more than 30 percent of staff in our sample departments. Sri Lanka, Malta and India have 20-25 percent female staff, female mathematicians represent 10-20 percent of full-time staff in another nine countries, the largest group (11), which again includes New Zealand and Hong Kong, have less than 10 percent women in their maths departments.

3.4.4 Table K:
Gender Representation within Selected Departments: Computer Science/Information Technology

Country	Women	as %	Men	as %	Men & Women
Australia	63	15.4	347	84.6	410
Bangladesh	2	11.1	16	88.9	18
Canada	37	11.3	289	88.7	326
Cyprus	1	9.1	10	90.9	11
Ghana	1	6.3	15	93.7	16
Hong Kong	19	12.1	138	87.9	157
India	38	19.9	153	80.1	191
Jamaica	6	46.2	7	53.8	13
Kenya	0	0.0	6	100.0	6
Malaysia	26	40.6	38	59.4	64
Malta	0	0.0	10	100.0	10
Mauritius	2	14.3	12	85.7	14
New Zealand	5	9.3	49	90.7	54
Nigeria	4	14.8	23	85.2	27
Pakistan	2	20.0	8	80.0	10
South Africa	8	11.8	60	88.2	68
Sri Lanka	2	13.3	13	86.7	15
Swaziland	0	0.0	4	100.0	4
Tanzania	0	0.0	8	100.0	8
United Kingdom	196	15.3	1089	84.7	1285
West Indies	5	29.4	12	70.6	17
Zambia	0	0.0	6	100.0	6

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Zimbabwe	0	0.0	7	100.0	7
Commonwealth	**417**	**15.2**	**2320**	**84.8**	**2737**

On the computing/IT front, while women make up more than 40 percent of full-time staff in our Malaysian institutions and in the University of Technology, Jamaica, the picture elsewhere is fairly gloomy. After the West Indies, with 29.4 percent 'techies', women represent between 10 and 20 percent of staff in 10 of the 22 relevant countries, and less than one tenth of staff in three (Cyprus, Ghana and New Zealand). In Swaziland, Tanzania, Malta, Zambia and Zimbabwe, the IT departments in our sample institutions are all-male zones.

3.4.5 Table L: Gender Representation within Selected Departments: Engineering

Country	Women	as %	Men	as %	Men & Women
Australia	47	5.1	879	94.9	926
Bangladesh	0	0.0	4	100.0	4
Canada	37	4.8	731	95.2	768
Hong Kong	12	2.4	482	97.6	494
India	30	3.9	743	96.1	773
Jamaica	3	7.3	38	92.7	41
Malaysia	35	13.7	220	86.3	255
Malta	2	5.6	34	94.4	36
Mauritius	7	17.1	34	82.9	41
New Zealand	1	1.5	66	98.5	67
Pakistan	0	0.0	13	100.0	13
South Africa	12	5.0	228	95.0	240
Sri Lanka	6	7.1	79	92.9	85
Tanzania	1	1.0	97	99.0	98
United Kingdom	133	5.8	2162	94.2	2295
West Indies	5	9.6	47	90.4	52
Zambia	2	2.2	91	97.8	93
Zimbabwe	1	4.3	22	95.7	23
Commonwealth	**334**	**5.3**	**5970**	**94.7**	**6304**

By far the least friendly environment for women academics is, however, the engineering faculty. The highest percentages of women engineers in our sample departments are 17.1 (Mauritius) and 13.7 (Malaysia). Elsewhere, female representation ranges from zero (Bangladesh and Pakistan) to 9.6 percent (West Indies). In Australia, Canada, South Africa and the UK, the proportion of female

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staff hovers around 5-6 percent, while Hong Kong (2.4 percent) and New Zealand (1.5 percent) fare even worse.

Though these figures are still very low, data from the Canadian study by Drakich and Stewart[22] suggests that some progress has been made in recruitment of women to 'nontraditional' fields. For example, in 1994, the proportion of female Canadian academics working in engineering and applied sciences was 5.4 percent, but in 1957 women represented only 0.4 percent of full-time staff in these disciplines. In mathematics and physical sciences, female representation rose from 3.1 to 8.6 percent over the same period.

3.4.6 Table M: Gender Representation within Selected Departments: English

Country	Women	as %	Men	as %	Men & Women
Australia	134	43.5	174	56.5	308
Bangladesh	19	40.4	28	59.6	47
Brunei Darussalam	2	20.0	8	80.0	10
Canada	134	34.2	258	65.8	392
Ghana	4	20.0	16	80.0	20
Hong Kong	88	54.7	73	45.3	161
India	113	39.8	171	60.2	284
Kenya	0	0.0	1	100.0	1
Lesotho	3	23.1	10	76.9	13
Malaysia	57	57.0	43	43.0	100
Malta	2	50.0	2	50.0	4
New Zealand	26	36.1	46	63.9	72
Nigeria	14	13.5	90	86.5	104
Pakistan	9	42.9	12	57.1	21
South Africa	42	33.1	85	66.9	127
Sri Lanka	40	69.0	18	31.0	58
Swaziland	6	75.0	2	25.0	8
United Kingdom	140	32.0	297	68.0	437
Commonwealth	**833**	**38.4**	**1334**	**61.6**	**2167**

When one looks at staff in departments of English, however, the picture is very different, with women holding the majority of places in 4 out of 18 countries, though the numbers for Swaziland are probably too small to be very significant (the same goes for Malta's 50 percent). In Australia, Bangladesh, and Pakistan, however, women make up 40-45 percent of full-time staff in our sample departments, while female representation in English departments in India, South

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Africa and New Zealand has passed the one-third mark, with the UK coming up behind with 32 percent. Only Nigeria and Kenya have less than 15 percent of women on the staff, the sample for the latter is, moreover, too small to carry any weight.

3.4.7 Table N: Gender Representation within Selected Departments: History

Country	Women	as %	Men	as %	Men & Women
Australia	65	24.6	199	75.4	264
Bangladesh	11	22.9	37	77.1	48
Brunei Darussalam	1	11.1	8	88.9	9
Canada	102	24.5	314	75.5	416
Cyprus	2	25	6	75.0	8
Ghana	0	0.0	8	100.0	8
Hong Kong	9	32.1	19	67.9	28
India	59	28.0	152	72.0	211
Kenya	3	16.7	15	83.3	18
Lesotho	1	16.7	5	83.3	6
Malaysia	10	19.2	42	80.8	52
Malta	0	0.0	5	100.0	5
New Zealand	22	43.1	29	56.9	51
Nigeria	6	5.9	96	94.1	102
Pakistan	0	0.0	6	100.0	6
Papua New Guinea	1	14.3	6	85.7	7
South Africa	16	18.6	70	81.4	86
South Pacific	3	33.3	6	66.7	9
Sri Lanka	14	26.4	39	73.6	53
Swaziland	0	0.0	6	100.0	6
Tanzania	0	0.0	14	100.0	14
United Kingdom	122	20.3	480	79.7	602
West Indies	6	20.0	24	80.0	30
Zambia	0	0.0	9	100.0	9
Commonwealth	**453**	**22.1**	**1595**	**77.9**	**2048**

A look at Table N, however, dispels any idea that arts and humanities departments are all equally welcoming to women. The figures for history, a discipline which is defined by at least some of its practitioners as a science rather than an arts subject, are closer to those for biology than to English, with a Commonwealth average percentage of 22.1. Only New Zealand has more than 40 percent women within the

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history departments surveyed, one-third of history staff in the University of the South Pacific and in Hong Kong are women. India has 28 percent women historians, female representation in Australia, Canada and Sri Lanka runs at around 25 percent, with Bangladesh just behind. The UK just tips over the 20 percent mark, followed by six countries where women represent between one-tenth and one-fifth of full-time staff in the departments surveyed. In Ghana, Malta, Pakistan, Swaziland, Tanzania and Zambia, women historians are conspicuous by their absence.

3.4.8 Table O:

Gender Representation within Selected Departments: Social Science/Work, Sociology, etc

Country	Women	as %	Men	as %	Men & Women
Australia	269	42.7	356	57.3	621
Bangladesh	25	31.3	55	68.7	80
Canada	232	36.3	408	63.7	640
Cyprus	2	25.0	6	75.0	8
Ghana	1	5.9	16	94.1	17
Hong Kong	73	32.9	149	67.1	222
India	71	36.6	123	63.4	194
Kenya	0	0.0	17	100.0	17
Lesotho	6	60.0	4	40.0	10
Malaysia	24	50.0	24	50.0	48
Malta	2	28.6	5	71.4	7
Mauritius	6	75.0	2	25.0	8
New Zealand	12	32.4	25	67.6	37
Nigeria	17	12.1	123	87.9	140
Pakistan	5	50.0	5	50.0	10
Papua New Guinea	4	18.2	18	81.8	22
South Africa	76	46.9	86	53.1	162
South Pacific	1	10.0	9	90.0	10
Sri Lanka	13	21.0	49	79.0	62
Swaziland	2	33.3	4	66.7	6
Tanzania	1	6.3	15	93.7	16
United Kingdom	383	35.8	688	64.2	1071
West Indies	10	52.6	9	47.4	19
Zambia	4	26.7	11	73.3	15
Commonwealth	**1235**	**35.9**	**2207**	**64.1**	**3442**

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Within the social sciences, however, as illustrated in Table O above, the picture is closer to that for English, though figures are lower at the bottom end of the scale. Women account for half the staff in the Malaysian sample, 46.9 percent in South Africa and 42.7 percent in Australia. Within Lesotho (60.0 percent), Mauritius (75.0 percent), and the West Indies (52.6 percent) women are in the majority within our sample departments, but the fact that each country is represented by one institution only, as well as the small numbers of staff involved, should be borne in mind. Similarly, Pakistan's 50 percent female social scientists is based on a very small sample. In eight of the 24 countries featured (Bangladesh, Canada, Cyprus, Hong Kong, India, New Zealand, Swaziland, UK), women represent between 31 and 37 percent of staff in social science and sociology departments. In Cyprus, Malta, Sri Lanka and Zambia, 20-30 percent of social scientists in our sample are women, in Nigeria and the universities of the South Pacific and Papua New Guinea, women make up between 10 and 20 percent of staff. The Kenyan sample currently includes no women at all, while in Ghana and Tanzania female representation hovers around 6 percent.

In terms of women's progress within the academic hierarchy, these figures can be put into context by comparison with the results of the Canadian study already discussed.[25] Drakich and Stewart found that women's representation in Canadian humanities departments had risen from 10.3 percent in 1957 to 28.7 percent in 1994, women accounted for 9 percent of social scientists in 1957, but in 1994 this had risen to 23.4 percent.

4 Survey Results (Administrative Staff)

In a paper written in 1997 in connection with the Commonwealth Secretariat's launch of its Women in Higher Education Management Programme, Dr Jasbir Singh commented on the "well-known" fact that "women are grossly under-represented in higher education management", citing a UNESCO report which found that "the global picture is one of men outnumbering women at about five to one at middle management level and at about twenty to one at senior management level. Women deans ... are a minority group and women vice-chancellors and presidents are still a rarity".[24] The second stage of the survey set out to test whether there were any Commonwealth countries that proved an exception to this rule.

Data on administrative staff is currently presented to the ACU in two main categories: senior administrative staff (including deans of faculties) and 'contact officers' for more than 40 key functions within the administration, ranging from academic affairs and admissions to student services and the officer in charge of women's issues. In the majority of cases, the person named as the 'contact' for each of the various functions is the Head or Director of the appropriate office.

The focus within this survey is on senior management: gender searches were made for the following categories of staff:

- Executive heads (Vice-Chancellors, Presidents, Rectors, etc)
- Head of Administration (Registrar/Secretary)
- Deputy Vice-Chancellors, etc
- Pro-Vice-Chancellors/Vice-Presidents, etc
- Deans of Faculties/Schools
- Director of Finance/Bursar, etc
- Librarian/Director of Information Services, etc

As the numbers of administrative staff held within the ACU database are smaller than those for the academic staff, the searches were done by country, rather than by institution, and numbers sought for men, women and those staff whose gender was not specified by the university. Information on Executive Heads and Heads of Administration is held on the database for all Commonwealth university-level institutions, but data on the other senior managers is collected only for institutions which are ACU members (see Table A on page 3, for the numbers involved). It should be noted that, apart from Vice-Chancellors and Registrars/Secretaries, details of personnel in all the categories below are not necessarily supplied by all institutions. Some posts may be vacant.

The results are given below in Tables P-W, while Charts 15-22 on pages 68-75 display this information in terms of percentages by gender, for each group of administrators.

4.1 Table P: Executive Heads (Vice-Chancellors, etc)

Country	Men	as %	Women	as %	Unspecified	as %	Total
Australia (a)	36	85.7	6	14.3	0	0.0	42
Bangladesh	14	93.3	0	0.0	1	6.7	15
Botswana	0	0.0	1	100.0	0	0.0	1
Brunei Darussalam	1	100.0	0	0.0	0	0.0	1
Cameroon	6	85.7	1	14.3	0	0.0	7
Canada (b)	71	79.8	14	15.7	4	4.5	89
Ghana	5	100.0	0	0.0	0	0.0	5
Guyana	1	100.0	0	0.0	0	0.0	1
Hong Kong	8	100.0	0	0.0	0	0.0	8
India	125	54.8	15	6.6	88	38.6	228
Jamaica	1	100.0	0	0.0	0	0.0	1
Kenya	7	71.4	0	0.0	2	28.6	7
Lesotho	1	100.0	0	0.0	0	0.0	1
Malawi	1	100.0	0	0.0	0	0.0	1
Malaysia	9	69.2	0	0.0	4	30.8	13
Malta	1	100.0	0	0.0	0	0.0	1
Mauritius	1	100.0	0	0.0	0	0.0	1
Mozambique	2	100.0	0	0.0	0	0.0	2
Namibia	1	100.0	0	0.0	0	0.0	1
New Zealand	7	100.0	0	0.0	0	0.0	7
Nigeria	32	86.5	0	0.0	5	13.5	37
Pakistan	31	86.1	0	0.0	5	13.9	36
Papua New Guinea	4	80.0	0	0.0	1	20.0	5
Sierra Leone (c)	3	75.0	0	0.0	1	25.0	4
Singapore	2	100.0	0	0.0	0	0.0	2
South Africa	16	76.2	2	9.5	3	14.3	21
South Pacific	1	100.0	0	0.0	0	0.0	1
Sri Lanka	11	78.6	0	0.0	3	21.4	14
Swaziland	0	0.0	1	100.0	0	0.0	1
Tanzania	3	100.0	0	0.0	0	0.0	3
Uganda	5	100.0	0	0.0	0	0.0	5
UK (d)	135	90.0	10	6.7	5	3.3	150
West Indies (e)	4	100.0	0	0.0	0	0.0	4
Zambia	2	100.0	0	0.0	0	0.0	2
Zimbabwe	3	75.0	0	0.0	1	25.0	4
Commonwealth	**550**	**76.1**	**50**	**6.9**	**123**	**17.0**	**723**

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(a) Includes the heads of the three constituent campuses of the University of Western Sydney
(b) Includes the heads of institutions within the federated universities of Quebec and Toronto
(c) Includes the heads of the three constituent colleges of the University of Sierra Leone
(d) Includes the heads of institutions within the federated universities of London and Wales
(e) Includes the heads of the three constituent campuses of the University of the West Indies

The figures in Table P above confirm that for Commonwealth Universities, the phrase "man at the top" is still, depressingly, valid. Even in Australia, where a crop of newly-appointed female Vice-Chancellors have been hitting the headlines over the last couple of years, women represent less than 15 percent of executive heads. Canada is the best prospect for those aspiring to university leadership, with women holding 15.7 percent of vice-chancellors' posts. Cameroon does relatively well, too, with one female incumbent out of seven. In the UK, only 6.7 percent of executive heads are women, and in New Zealand there are no women vice-chancellors at all.

Of the 11 countries which are each represented by one institution only, nine have male Vice-Chancellors, the exceptions are the University of Botswana and the University of Swaziland. In Ghana, Mozambique, Zambia, Tanzania and Uganda (17 institutions in all) all the vice-chancellors are men. The same is true in Hong Kong and Singapore. In Bangladesh, 14 out of 15 posts are held by men, the gender of the remaining Vice-Chancellor was not specified.

In all these cases, gender data was supplied for more than ninety percent of executive heads. In Nigeria and Pakistan, all those executive heads whose gender was specified (86 percent) are male. Of the 18 South African Vice-Chancellors whose gender is specified (87 percent of institutions), only two are female. In Papua New Guinea, the ratio of men to women is at least four to one, and in Zimbabwe at least three to one. At least 11 of 14 Sri Lankan Vice-Chancellors (79 percent) are men.

The quality of data is less good for Kenya, Malaysia and India. In the first two cases, gender was specified for around 70 percent of vice-chancellors, none of these were women. In India, the useable sample drops to just over 60 percent of vice-chancellors: of these 140 staff, 12 percent (15) are women.

4.2 Table Q: Heads of Administration (Registrar/Secretary)

Country	Men	as %	Women	as %	Unspecified	as %	Total
Australia (a)	30	71.4	10	23.8	2	4.8	42
Bangladesh	13	86.7	0	0.0	2	13.3	15
Botswana	0	0.0	0	0.0	1	100.0	1
Brunei Darussalam	1	100.0	0	0.0	0	0.0	1
Cameroon	5	83.3	1	16.7	0	0.0	6
Canada (b)	39	48.8	31	38.8	10	12.4	80

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Ghana	5	100.0	0	0.0	0	0.0	5
Guyana	1	100.0	0	0.0	0	0.0	1
Hong Kong	3	42.9	2	28.6	2	28.6	7
India	120	53.6	7	3.1	97	43.3	224
Jamaica	0	0.0	1	100.0	0	0.0	1
Kenya	4	50.0	1	12.5	3	37.5	8
Lesotho	0	0.0	1	100.0	0	0.0	1
Malawi	1	100.0	0	0.0	0	0.0	1
Malaysia	5	38.5	1	7.7	7	53.8	13
Malta	1	100.0	0	0.0	0	0.0	1
Mauritius	0	0.0	1	100.0	0	0.0	1
Mozambique	2	100.0	0	0.0	0	0.0	2
Namibia	0	0.0	1	100.0	0	0.0	1
New Zealand	5	71.4	1	14.3	1	14.3	7
Nigeria	23	62.2	5	13.5	9	24.3	37
Pakistan	24	66.7	0	0.0	12	33.3	36
Papua New Guinea	3	60.0	1	20.0	1	20.0	5
Sierra Leone (c)	3	75.0	0	0.0	1	25.0	4
Singapore	0	0.0	2	100.0	0	0.0	2
South Africa	16	76.2	0	0.0	5	23.8	21
South Pacific	0	0.0	1	100.0	0	0.0	1
Sri Lanka	11	78.6	0	0.0	3	21.4	14
Swaziland	0	0.0	0	0.0	1	100.0	1
Tanzania	2	66.7	0	0.0	1	33.3	3
Uganda	4	80.0	0	0.0	1	20.0	5
UK (d)	86	64.2	27	20.1	21	15.7	134
West Indies (e)	3	75.0	1	25.0	0	0.0	4
Zambia	2	100.0	0	0.0	0	0.0	2
Zimbabwe	3	75.0	1	25.0	0	0.0	4
Commonwealth	**415**	**60.1**	**96**	**13.9**	**180**	**26.0**	**691**

(a) Includes Registrars/Secretaries or equivalent for the 3 constituent campuses at the University of Western Sydney
(b) Includes the registrars/secretaries of institutions within the federated universities of Quebec and Toronto
(c) Includes th gistrars/secretaries of the three constituent colleges of the University of Sierra Leone
(d) Includes the registrars/secretaries of institutions within the federated universities of London and Wales
(e) Includes the registrars/secretaries of the three constituent campuses of the University of the West Indies, the University Registrar is a woman

When the post of Registrar or University Secretary is at stake, women fare a little better, though numbers are as yet, still far from being equal. Of 11 'single-institution countries', there are female heads of administration in Jamaica, Lesotho, Mauritius, Namibia, the South Pacific, and the West Indies (Botswana and Swaziland are excluded because gender was unspecified).

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Of the countries with a larger number of institutions, Canada again leads the way, with women holding 31 of the 70 posts where gender is specified (44 percent of the sample; at least 38.8 percent of all posts). In Hong Kong, which had no female Vice-Chancellors, at least two institutions (28.6 percent) have female Registrars. Both the Singapore universities have appointed women to the top administrator's post. Australia has ten women Registrars (minimum 23.8 percent of posts); one in four posts in Zimbabwe is held by a woman.

In Zambia, however, both universities have male Registrars, the same applies to Mozambique. Six out of eight posts in Tanzania and Uganda are definitely held by men; the gender of the remaining two heads of administration is unspecified. There are no women Registrars in Ghana, while in Cameroon, only one of six posts (16.7 percent) is held by a woman. At least 86.7 percent of Registrars in Bangladesh are male.

In countries where gender is specified for 75-85 percent of Registrars, at least 11 of 14 posts in Sri Lanka (78.6 percent) are occupied by men, in the UK, female heads of administration account for 23.8 percent of the 113 posts where gender is specified (at least 20.1 percent of all posts). In South Africa, 16 out of 21 Registrars (76.2 percent) are men, the gender of the others is not specified. In Nigeria, women occupy 17.8 percent of the 28 posts where gender is specified (minimum 13.5 percent of all posts).

For Tanzania, Pakistan, Kenya, India and Malaysia, the percentage of staff whose gender is specified falls to between 67 and 46 percent, so conclusions are necessarily more tentative. The most that can be said is that of 127 Indian staff, where gender is specified, only 5.5 percent are women, only one of the six posts in the Malaysian sample is held by a woman, at least 66.7 percent of Registrars in Pakistan are male. Four of the five Registrars in Kenya whose gender is specified are men, two out of three Registrars in Tanzania are definitely male.

4.3 Table R: Deputy Vice-Chancellors/Deputy Presidents/Vice-Rectors*

Country	Men	as %	Women	as %	Unspecified	as %	Total
Australia	46	71.9	12	18.8	6	9.3	64
Botswana	0	0.0	0	0.0	2	100.0	2
Cameroon	1	100.0	0	0.0	0	0.0	1
Cyprus	1	100.0	0	0.0	0	0.0	1
Guyana	1	100.0	0	0.0	0	0.0	1
Hong Kong	1	100.0	0	0.0	0	0.0	1
India	8	66.7	0	0.0	4	33.3	12
Kenya	6	50.0	0	0.0	6	50.0	12
Malaysia	8	42.1	0	0.0	11	57.9	19
New Zealand	7	100.0	0	0.0	0	0.0	7
Nigeria	11	39.3	0	0.0	17	60.7	28

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Singapore	1	100.0	0	0.0	0	0.0	1
South Africa	12	50.0	2	8.3	10	41.7	24
South Pacific	1	100.0	0	0.0	0	0.0	1
Tanzania	1	50.0	0	0.0	1	50.0	2
Uganda	2	66.7	0	0.0	1	33.3	3
UK	20	58.8	4	11.8	10	29.4	34
West Indies	0	0.0	0	0.0	1	100.0	1
Zambia	2	100.0	0	0.0	0	0.0	2
Commonwealth	**129**	**59.7**	**18**	**8.4**	**69**	**31.9**	**216**

° This status is only applicable in the countries shown in the table

At Deputy Vice-Chancellor level, men account for at least 60 percent of all posts across the Commonwealth. Within the 'single-institution' countries of Cyprus, Guyana and the South Pacific, the Deputy Vice-Chancellor is male. The same is true for the one incumbent in Cameroon, in Hong Kong, and in Singapore, and both holders of the post in Zambian universities. There are no female Deputy-Vice-Chancellors in New Zealand's seven universities. At least two out of three DVCs in Uganda are men, the same is true for India. The West Indies and Botswana are excluded as gender data was not supplied.

Women fare best at this level in Australia, holding 12 of the 58 posts where gender is specified (20.6 percent); in the UK, female representation stands at 16.6 percent (four of 24 relevant posts).

For South Africa, Kenya, Malaysia and Nigeria, the quality of the data is poorer (useable samples range from 58 to 39 percent of staff). In South Africa, 14.3 percent of posts where gender is specified are held by women, for the other three countries, our samples (six , eight and 11 posts respectively) include no women at all.

4.4 Table S: Pro-Vice-Chancellors/Pro-Rectors/Vice-Presidents°

Country	Men	as %	Women	as %	Unspecified	as %	Total
Australia	57	77.0	11	14.9	6	8.1	74
Bangladesh	4	57.1	0	0.0	3	42.9	7
Canada	55	61.8	19	21.3	15	16.9	89
Ghana	4	100.0	0	0.0	0	0.0	4
Hong Kong	4	66.7	0	0.0	2	33.3	6
India	10	35.7	3	10.7	15	53.6	28
Jamaica	1	100.0	0	0.0	0	0.0	1
Lesotho	0	0.0	1	100.0	0	0.0	1
Malta	2	100.0	0	0.0	0	0.0	2
Mauritius	2	100.0	0	0.0	0	0.0	2

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Namibia	0	0.0	0	0.0	2	100.0	2
New Zealand	4	66.6	1	16.7	1	16.7	6
Pakistan	2	50.0	0	0.0	2	50.0	4
Papua New Guinea	4	57.1	1	14.3	2	28.6	7
Sierra Leone	1	100.0	0	0.0	0	0.0	1
South Africa	1	100.0	0	0.0	0	0.0	1
South Pacific	3	100.0	0	0.0	0	0.0	3
Swaziland	1	100.0	0	0.0	0	0.0	1
UK	90	56.3	17	10.6	53	33.1	160
West Indies	4	66.6	1	16.7	1	16.7	6
Zimbabwe	2	66.7	0	0.0	1	33.3	3
Commonwealth	**251**	**61.5**	**54**	**13.2**	**103**	**25.3**	**408**

° This status is only applicable in the countries shown in the table

In appointing women to the post of Pro-Vice-Chancellor or Vice-President, Canada again leads the way, though the percentage of female appointments is still only 25.6 percent of the 74 posts where gender is specified (at least 21.3 percent of all posts). In Australia, women hold 18.9 percent of posts in our sample of 68 staff (minimum 14.9 percent of all posts). In the UK, women make up 14.5 percent of the 117 posts where gender is specified, this is, however, based on a useable data sample of only 67 percent.

Although there is a female Pro-Vice-Chancellor at the National University of Lesotho, the position is less encouraging in other African countries: all nine posts at this level in Ghana, Mauritius, Sierra Leone, South Africa, Swaziland are held by men, at least two out of three Pro-Vice-Chancellors in Zimbabwe are male. Namibia cannot be included because gender data was not given.

Similarly all three posts at the University of the South Pacific and two at the University of Malta are held by men. In Hong Kong, at least two-thirds of Pro-Vice-Chancellors are men, and only one of the five posts in New Zealand where gender is specified is held by a woman, this is, however, the first sign of a woman reaching a senior management position in this university system. In Papua New Guinea, the ratio of men to women is 4:1 (based on a data sample of just over 70 percent of posts). Five out of seven posts in Jamaica and the West Indies are held by men, there is one female Pro-Vice-Chancellor, and one post where gender is unspecified.

Useable data samples for Bangladesh, India and Pakistan are relatively poor (ranging from 53 to 46 percent of posts). Within these limits, it can be observed that at least 57.1 percent of posts in Bangladesh are held by men, women in India account for 23.1 percent of the 13 posts where gender is specified, the Pakistan sample is very small (4 posts), but two at least of these are occupied by men.

4.5 Table T: Deans of Faculties

Country	Men	as %	Women	as %	Unspecified	as %	Total
Australia	184	82.9	31	14.0	7	3.1	222
Bangladesh	41	71.9	2	3.5	14	24.6	57
Botswana	0	0.0	0	0.0	5	100.0	5
Brunei Darussalam	5	83.3	0	0.0	1	16.7	6
Cameroon	8	80.0	2	20.0	0	0.0	10
Canada	209	72.8	45	15.7	33	11.5	287
Ghana	26	89.7	2	6.9	1	3.4	29
Guyana	6	85.7	1	14.3	0	0.0	7
Hong Kong	30	73.2	4	9.8	7	17.0	41
India	283	34.4	61	7.4	478	58.2	822
Kenya	9	20.9	2	4.7	32	74.4	43
Lesotho	6	75.0	2	25.0	0	0.0	8
Malawi	6	54.5	3	27.3	2	18.2	11
Malaysia	46	48.4	6	6.3	43	45.3	95
Malta	10	100.0	0	0.0	0	0.0	10
Mauritius	5	100.0	0	0.0	0	0.0	5
Namibia	0	0.0	2	22.2	7	77.8	9
New Zealand	32	69.6	7	15.2	7	15.2	46
Nigeria	106	47.7	6	2.7	110	49.6	222
Pakistan	23	31.1	4	5.4	47	63.5	74
Papua New Guinea	8	88.9	0	0.0	1	11.1	9
Sierra Leone	8	72.7	1	9.1	2	18.2	11
Singapore	17	94.4	1	5.6	0	0.0	18
South Africa	98	68.1	3	2.1	43	29.8	144
South Pacific	4	66.6	1	16.7	1	16.7	6
Sri Lanka	27	55.1	6	12.2	16	32.7	49
Swaziland	4	50.0	2	25.0	2	25.0	8
Tanzania	9	56.3	3	18.7	4	25.0	16
Uganda	4	26.7	0	0.0	11	73.3	15
UK	356	73.9	41	8.5	85	17.6	482
Zambia	14	100.0	0	0.0	0	0.0	14
Zimbabwe	5	33.3	0	0.0	10	66.7	15
Commonwealth	1589	56.8	238	8.5	969	34.7	2796

When it comes to appointing Deans of Faculties, the record is not much better, though the picture may be clouded somewhat by the fact that the data samples for seven of the 32 countries featured are poor (gender-specific data ranging from just over 40 percent of posts to less than 30 percent). Botswana could not be included as no gender data was given for these staff

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The countries with perfect data samples that score highest are Lesotho (25 percent women) and Cameroon (20 percent women). Malawi, with a data sample of 82 percent, does even better: three out of nine posts are held by women. At the other end of the scale, however, there are no female Deans at the universities of Malta or Mauritius or in Zambia. There is only one female Dean in the Singapore universities (5.6 percent); in Ghana and Papua New Guinea, men hold nearly 90 percent of deanships; minimum, at the University of Brunei Darussalam, the figure is at least 83.3 percent.

At the University of Swaziland at least 25 percent of Deans are women; the University of Namibia has a minimum of 22.2 percent female Deans. Canada has 17.7 percent of female Deans and Australia 14.4 percent, based on good data samples (88 and 97 percent of staff respectively). New Zealand's score is slightly higher, with women making up 17.9 percent of Deans (based on sample data of 85 percent).

Hong Kong and the UK have similar data samples (82 percent), but do even less well: 11.7 percent of Deans in Hong Kong universities are women (on a par with Sierra Leone, 11.1 percent), while in the UK, female Deans account for just over 10 percent of posts, putting both countries behind the University of Guyana (14.3 percent). South Africa trails a long way behind: in a sample of 101 posts (70 percent of staff), only three (3 percent) are women.

The figures for Bangladesh and Tanzania are both based on a data sample of 75 percent of posts. In Bangladesh, only two women are in charge of faculties (4.7 percent) in a sample of 43 staff. Tanzania, though, does better at this level, than for other senior administrative posts: 25 percent of the 12 posts, where gender is specified, are held by women (at least 18.8 percent of all posts).

The picture for Malaysia and Nigeria is less clear, as data samples dip below 50 percent of staff. Of 54 Deans in the Malaysian sample, six (11.1 percent) are women. There are six female Deans also in the Nigerian sample, but the figure here represents only 5.4 percent (of 112 staff).

The figures for Deans in India, Kenya, Malaysia, Pakistan, Uganda and Zimbabwe rest on relatively small percentages of total posts (from 41 to 27 percent). Within these limits, it can be noted that 17.8 percent of Indian Deans (in a sample of 344 staff) are women; all of the nine posts in Uganda and Zimbabwe where gender was specified are held by men. Women represent 14.8 percent of Deans in the Pakistan sample and 18.1 percent of posts in the Kenyan sample, but these figures should be treated with care given the relatively small numbers of staff whose gender was specified.

4.6 Table U: Finance Directors/Officers, etc

Country	Men	as %	Women	as %	Unspecified	as %	Total
Australia (a)	32	78.0	7	17.1	2	4.9	41
Bangladesh	10	83.3	0	0.0	2	16.7	12
Botswana	0	0.0	0	0.0	1	100.0	1
Brunei Darussalam	1	100.0	0	0.0	0	0.0	1
Cameroon	2	100.0	0	0.0	0	0.0	2
Canada	36	75.0	8	16.7	4	8.3	48
Ghana	4	80.0	1	20.0	0	0.0	5
Guyana	1	100.0	0	0.0	0	0.0	1
Hong Kong	6	85.7	0	0.0	1	14.3	7
India	54	50.9	1	2.8	49	46.3	106
Jamaica	0	0.0	0	0.0	1	100.0	1
Kenya	2	40.0	0	0.0	3	60.0	5
Lesotho	1	100.0	0	0.0	0	0.0	1
Malawi	0	0.0	0	0.0	1	100.0	1
Malaysia	5	62.5	0	0.0	3	37.5	8
Malta	1	100.0	0	0.0	0	0.0	1
Mauritius	1	100.0	0	0.0	0	0.0	1
Namibia	0	0.0	0	0.0	1	100.0	1
New Zealand	6	85.7	0	0.0	1	14.3	7
Nigeria	16	66.7	1	4.2	7	29.1	24
Pakistan	9	64.3	0	0.0	5	35.7	14
Papua New Guinea	2	100.0	0	0.0	0	0.0	2
Sierra Leone	1	100.0	0	0.0	0	0.0	1
Singapore	1	50.0	1	50.0	0	0.0	2
South Africa	11	73.3	0	0.0	4	26.7	15
South Pacific	1	100.0	0	0.0	0	0.0	1
Sri Lanka	6	66.7	1	11.1	0	0.0	9
Swaziland	1	100.0	0	0.0	0	0.0	1
Tanzania	2	66.7	1	33.3	0	0.0	3
Uganda	3	100.0	0	0.0	0	0.0	3
UK	87	78.1	9	8.6	14	13.3	105
West Indies (b)	3	75.0	0	0.0	1	25.0	4
Zambia	2	100.0	0	0.0	0	0.0	2
Zimbabwe	1	50.0	0	0.0	1	50.0	2
Commonwealth	**303**	**69.2**	**34**	**7.8**	**101**	**23.0**	**438**

(a) Includes staff from the 3 constituent campuses of the University of Western Sydney.
(b) Includes staff from the 3 constituent campuses of the University of the West Indies.

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When it comes to handling the university's financial operations, the field is, in almost every country surveyed, still dominated by men. One of Singapore's two universities has a female Bursar, while in both Sri Lanka and Tanzania, one-third of the staff in charge of finance are women. Ghana has one woman in charge of finance (20 percent representation).

Within developed Commonwealth countries, the best opportunities are again in Australia and Canada, but even here female representation only hovers around 18 percent of a good data sample (95 percent of Australian staff, 82 percent of Canadian). The position is even worse for women in the UK: based on a data sample of 86 percent, only 9.8 percent of finance offices are headed by women. In both Hong Kong and New Zealand, at least six out of seven heads of finance (85.7 percent) are male. In South Africa, there are no women among the 11 staff (73.3 percent) whose gender is specified.

Within developing countries represented by only one institution, money, it seems, is still largely a masculine preserve: in all eight cases where gender data was given for this post, the Finance Director proves to be male. Three of the four heads of finance at the University of the West Indies (centre and three campuses) are men, the gender of the other was not stated. Botswana, Jamaica, Malawi and Namibia could not be included as gender was not specified.

Both heads of finance in Zambia are men, as are the three officers in Uganda, two in Papua New Guinea and two in Cameroon. Ten out of 12 heads of finance in Bangladesh (83.3 percent) are men, gender for the other two is not specified. In Nigeria, a sample of 17 staff (71 percent of posts) includes one woman.

The quality of data for India, Kenya, Malaysia, Pakistan and Zimbabwe is less good, with gender specified only for 54–80 percent of posts. In India, women represent only 5.3 percent of a sample of 57 staff. In Kenya, all that can be said is that two out of five posts are filled by men. There are no women among the nine Pakistani heads of finance (64.3 percent of staff) for whom gender was specified. Similarly in Malaysia, five out of eight finance directors (62.5 percent) are men.

4.7 Table V: Chief Librarians

Country	Men	as %	Women	as %	Unspecified	as %	Total
Australia	17	51.5	16	48.5	0	0.0	33
Bangladesh	6	66.7	2	22.2	1	11.1	9
Botswana	0	0.0	1	100.0	0	0.0	1
Brunei Darussalam	1	100.0	0	0.0	0	0.0	1
Cameroon	1	50.0	1	50.0	0	0.0	2
Canada	20	47.6	19	45.2	3	7.2	42
Ghana	4	80.0	1	20.0	0	0.0	5

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Guyana	0	0.0	1	100.0	0	0.0	1
Hong Kong	2	33.3	4	66.7	0	0.0	6
India	35	43.2	10	12.3	36	44.5	81
Jamaica	0	0.0	1	100.0	0	0.0	1
Kenya	1	25.0	2	50.0	1	25.0	4
Lesotho	0	0.0	1	100.0	0	0.0	1
Malawi	1	100.0	0	0.0	0	0.0	1
Malaysia	1	14.3	5	71.4	1	14.3	7
Malta	1	100.0	0	0.0	0	0.0	1
Mauritius	1	100.0	0	0.0	0	0.0	1
Namibia	0	0.0	0	0.0	1	100.0	1
New Zealand	3	42.9	3	42.9	1	14.2	7
Nigeria	12	54.5	3	13.6	7	31.9	22
Pakistan	4	33.3	1	8.0	5	41.7	12
Papua New Guinea	0	0.0	1	50.0	1	50.0	2
Sierra Leone	0	0.0	1	100.0	0	0.0	1
Singapore	1	50.0	1	50.0	0	0.0	2
South Africa	10	76.9	1	7.7	2	15.4	13
South Pacific	0	0.0	1	100.0	0	0.0	1
Sri Lanka	4	44.4	4	44.4	1	11.2	9
Swaziland	0	0.0	1	100.0	0	0.0	1
Tanzania	1	50.0	1	50.0	0	0.0	2
Uganda	2	66.7	0	0.0	1	33.3	3
UK	45	64.0	22	24.7	10	11.2	89
West Indies (a)	1	50.0	1	50.0	0	0.0	2
Zambia	2	100.0	0	0.0	0	0.0	2
Zimbabwe	0	0.0	1	50.0	1	50.0	2
Commonwealth	**188**	**51.1**	**108**	**29.3**	**72**	**19.6**	**368**

(a) The University of the West Indies has three librarians, one at each constituent campus. The Mona campus librarian is also the Chief (or University) Librarian, outside the post of librarian at the St Augustine campus is vacant.

It is in the field of library and information science that women, at last, begin to achieve senior positions in numbers that approach those held by their male colleagues.

In Malaysia, women run university libraries in five of the six institutions where gender is specified for this post (83.3 percent of the sample, at least 71.4 percent of all posts). Two-thirds of Chief Librarians in Hong Kong universities are women, while in a number of countries with data supplied by two institutions (Tanzania, Zimbabwe, Papua New Guinea, Singapore, Cameroon, two campuses of the University of the West Indies) one post, or at least one post, is occupied by a woman. Of the 11 developing countries represented by single institutions, seven

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have women in charge of their libraries: the exceptions are Brunei, Malawi, Malta and Mauritius. Namibia did not supply gender data, and is excluded.

Equality is fast approaching for librarians in Australia with women in charge of 48.5 percent of libraries; women account for 48.7 percent of the Canadian sample of 39 staff (at least 45.2 percent of all posts). Even in New Zealand, which has tended to lag behind other developed countries in appointing women to other senior academic and administrative posts, at least three out of seven University Librarians (42.9 percent) are female. Comparable figures are achieved in Sri Lanka, where women represent four out of nine University Librarians (50 percent of gender specific data, at least 44.4 percent of all posts). In the UK, however, only 22 of the 79 posts where gender was specified (27.8 percent, 24.7 percent of all posts) are held by women. This puts the UK into the same bracket as Bangladesh, where two out of nine Librarians are women (25 percent of 8 gender-specific posts, 22.2 percent of all staff). In Ghana's universities one post in five is held by a woman. Within South Africa, where sample data represents 85 percent of posts, only one Chief Librarian out of 11 (9.1 percent) is female.

Libraries in Zambia and Uganda, however, are less women-friendly, with at least four out of five available posts filled by men. There are three women (20 percent) in charge of libraries in the Nigerian sample of 15 staff (representing just under 70 percent of posts). The position is better in Kenya, where women account for at least two of four Chief Librarians.

In Pakistan, at least 25 percent of Chief Librarians are women, within the data sample of seven staff whose gender is specified (just under 60 percent of posts), they make up 42.8 percent. The data for India is also relatively poor: the 45 staff whose gender is specified make up 46 percent of all posts. Ten of these Librarians (22.2 percent of the sample, at least 12.1 percent of all posts) are women.

4.0 Table W : Personnel Directors Officers

Country	Men	as %	Women	as %	Unspecified	as %	Total
Australia	24	[illegible]	11	12.5	3	7.5	40
Bangladesh	5	83.3	0	0.0	1	16.7	6
Botswana	0	0.0	0	0.0	1	100.0	1
Brunei Darussalam	1	100.0	0	0.0	0	0.0	1
Cameroon	1	100.0	0	0.0	0	0.0	1
Canada	25	55.6	14	31.1	6	13.3	45
Ghana	4	100.0	0	0.0	0	0.0	4
Guyana	0	0.0	1	100.0	0	0.0	1
Hong Kong	1	11.1	7	77.8	1	11.1	9
India	23	52.3	7	4.5	14	43.2	44
Jamaica	0	0.0	1	100.0	0	100.0	1

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Kenya	1	25.0	0	0.0	3	75.0	4
Lesotho	0	0.0	1	100.0	0	0.0	1
Malawi	1	100.0	0	0.0	0	0.0	1
Malaysia	3	42.8	2	28.6	2	28.6	7
Mauritius	0	0.0	1	100.0	0	0.0	1
Namibia	0	0.0	0	0.0	1	100.0	1
New Zealand	4	57.1	0	0.0	3	42.9	7
Nigeria	10	45.5	4	18.2	8	36.3	22
Pakistan	4	57.1	0	0.0	3	42.9	7
Papua New Guinea	1	50.0	1	50.0	0	0.0	2
Sierra Leone	1	100.0	0	0.0	0	0.0	1
Singapore	0	0.0	2	100.0	0	0.0	2
South Africa	4	44.4	2	22.2	3	33.4	15
South Pacific	1	100.0	0	0.0	0	0.0	1
Sri Lanka	4	33.3	5	41.7	3	25.0	12
Swaziland	0	0.0	0	0.0	1	100.0	1
Tanzania	2	66.7	0	0.0	1	33.3	3
Uganda	3	75.0	1	25.0	0	100.0	4
UK	93	92.9	36	35.6	12	11.9	101
West Indies (a)	0	0.0	4	100.0	0	0.0	4
Zambia	1	50.0	1	50.0	0	0.0	2
Zimbabwe	0	0.0	1	50.0	1	50.0	2
Commonwealth	**181**	**51.1**	**99**	**28.0**	**74**	**20.9**	**354**

(a) Includes the person in charge of personnel at each of the three campuses and at the Centre

The Personnel or Human Resources Office is another area where women might be expected to make a relatively strong showing at senior management level. This is borne out most dramatically in Hong Kong, where at least seven of nine people in charge of personnel are women (77.8 percent).

Within single-institution countries and those with a few institutions, posts are divided fairly evenly between the sexes. Women head the Personnel function at the universities of Guyana, Lesotho and Mauritius in Brunei, Malawi, Sierra Leone, and the South Pacific; however, the Personnel Director is a man. Namibia, Swaziland and Botswana did not supply gender data for this post and cannot be included. Both Personnel Directors in Singapore are women, as are the four staff (at the Centre and on three campuses at the University of the West Indies and the Personnel Officer at the University of Technology, Jamaica. In Tanzania, however, two out of three posts are held by men (the gender of the third person is unspecified); three out of four heads of personnel in Uganda are men. The one Personnel Director listed for Cameroon is a man. In Zambia and Papua New Guinea, women hold half the available posts, and at least one of two posts in Zimbabwe. This post is currently vacant at the University of Malta.

In Bangladesh, however, five out of six heads of personnel (83.3 percent) are male, the gender of the other person is not stated. The four posts in Ghana are monopolised by men. In Sri Lanka, though, five out of nine posts where gender is specified are occupied by women (56 percent of sample, at least 41.7 percent of all posts).

Personnel is the one area of senior management examined in this survey where women in the UK seem to be faring slightly better than their counterparts in Australia and Canada. Data samples for all three are good, with gender specified for 92 percent of Australian staff, 88 percent for the UK and 87 percent for Canada. Female heads of personnel make up 40.4 percent of the UK sample, 35.8 percent in Canada and 35.1 percent in Australia. These figures equate, respectively, to 35.6 percent, 31.1 percent and 32.5 percent of all posts, minimum. South Africa is again, some way behind: two of the 10 Personnel Directors whose gender is stated are women (20 percent, 13.3 percent, at least, of all posts).

Data is poorer in quality for New Zealand, India and Pakistan (useable data samples of around 57 percent). Four posts at least in both New Zealand and Pakistan (57.1 percent) are in the hands of men. In India, women represent only 8 percent of those heads of personnel where gender is specified, but this is a small sample (25 staff) and cannot, therefore, bear much weight. No firm conclusions can be drawn regarding Kenya, where gender is specified for only one of four staff (a man).

5 Conclusions

The results of this survey confirm that women are indeed still severely under-represented among full-time staff in both the academic and administrative hierarchies of Commonwealth Universities. Only at the level of Lecturer do academic staff numbers begin to be equal, but this may be a reflection as much of female drop-out and stagnation as of progress; only time will tell.

The rising numbers of female Lecturers is a phenomenon that is generally more marked in the developed nations of the Commonwealth, when it comes, however, to appointing women to posts even at Senior Lecturer level and above, there is no evidence to suggest that generally universities in developed countries are more progressive in appointing women than their lower-income counterparts. Of the developed countries, Australia and Canada are some way ahead of the UK, Hong Kong and New Zealand, the latter seems to be particularly conservative in its approach to appointing women, particularly to senior administrative posts.

Among the less-developed countries, there is a small clutch of African countries (Ghana, Kenya, and to a lesser extent, Uganda, Zambia and Zimbabwe) whose universities seem consistently to fall behind their counterparts in Asia and the Asia-Pacific region in appointing women at all levels to both academic and administrative posts. This may, however, be due in part to the science and technology focus of the institutions which could be included in the survey.

The University of Brunei Darussalam, and in Europe, the universities of Malta and Cyprus also appear regularly among the five or so lowest scores.

Within countries, such as the UK and Australia, where former Polytechnics and Colleges of Advanced/Higher Education have become universities in recent years, these institutions generally seem to have a better record in appointing women, at all levels of the academic hierarchy, than the older research-oriented universities. Representation of women tends to be particularly low in institutions with a science and technology or agricultural focus. Within selected subject disciplines, biology departments are slightly more women-friendly than departments of chemistry, mathematics or computer science. In engineering departments, the female presence hits an all-time low. English departments and those focused on the social sciences and sociology are considerably more welcoming to women than historians, where figures seem more akin to those of the sciences.

In terms of administrative posts, women are more likely to succeed as Registrars, Librarians or Heads of Personnel, than if they aspire to be Vice-Chancellors (or their deputies) or Directors of Finance or even Deans of Faculties. Generally, women seem to be making more headway in administration within developed countries, with Canada and Australia taking the lead, some of the 'small-state'

institutions, such as the National University of Lesotho and the University of Swaziland, however, also have a relatively good record in appointing female senior managers.

Though on the face of it, the figures are depressing, a limited comparison of some of these results with those in other gender surveys suggests that women have made some progress in making their presence felt within universities. Its pace, however, has been far too slow; a 5 percent rise, for example, in women's representation within engineering departments over 40 years, is hardly an impressive statistic. It is to be hoped that, by the time another survey of this kind is done, in five or ten years' time, the work being undertaken within the universities themselves and the new initiatives launched by bodies like UNESCO and the Commonwealth Secretariat to improve the position of women within higher education will have begun to take effect.

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[2] Sutherland, M. B., in her foreword to Wilson, M. (ed.), *Women in Educational Management: A European Perspective*, 1997, Paul Chapman Publishing Ltd, London

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[4] Acker, S., *Gendered Education*, 1994, Open University Press, Buckingham; Hansard Society, *The Report of the Hansard Society Commission on Women at the Top*, 1990, The Hansard Society, London; both quoted by Clark, H., Chandler, J. and Barry, J., *Too Scattered to Provide a Critical Mass?: Women and Managerialism in Two UK Universities* (paper presented to the 1996 SCOS Conference and available on the Web at http://www.anderson.ucla.edu/research/conferences/scos/papers/clark.htm)

[5] Poole, M., Bornholt, L. and Summers, F., 'An International Study of the gendered nature of academic work: Some cross-cultural explorations', *Higher Education*, Vol. 34, No. 3, October 1997, p 373

[6] For Canada, UK and New Zealand, see Centre for Educational Research and Innovation, *Education Policy Analysis 1997*, 1997, OECD, Paris, pp 86, 115, for Australia (54.3 percent) see the AVCC Website at http://www.avcc.edu.au/avcc/pubs/facts97/f97unis.htm

[7] Dube, S., 'Women Gain Prominence and Visibility at Urban Universities in India', *The Chronicle of Higher Education*, September 26, 1997, pp A49-50. Agrawal, S. P. and Aggarwal, J. C., *Second Historical Survey of Women's Education in India 1988-1994*, 1996, Concept Publishing Company, New Delhi, p 89 give a still more optimistic picture, with female enrolments to higher education as high as 49 percent in 1992.

[8] In the UK, for example, a Royal Economic Society survey to discover the reasons for a sharp drop in female representation among economists at post-doctoral level found that while "the glass ceiling does not operate immediately after a PhD ... many women did cite a lack of female role models, and there was some indication that those young women who had become lecturers felt much more isolated than the PhD students" (Propper, C., 'An equal opportunity', *The Times Higher Education Supplement*, April 17 1998, p 15.)

[9] For UNESCO's Unit for the Promotion of the Status of Women and Gender Equality, see http://www.education.unesco.org/unesco/edusprog/unitwin/wo_hi_ed/highed.htm. The Commonwealth Secretariat recently launched its Women in Higher Education Management Programme to redress the under-representation of women in middle and senior management, see 'Women and management in higher education: a Commonwealth project', *ACU Bulletin of Current Documentation* (ABCD), Number 133, April 1998, pp 2-6. The ACU's Women's Programme has, since 1986, run a series of training workshops for university women in developing Commonwealth Countries; other current and planned activities include the development of a handbook of good practice on gender management, support for women from less developed countries to attend the MA course on Women and Management in Higher Education at the Institute of Education, London, exchange schemes for senior researchers. For further information, contact Dorothy Garland, ACU, 36 Gordon Square, London WC1H 0PF. Tel: +44 171 387 8572 Fax: +44 171 387 2655. E-mail: d.garland@acu.ac.uk

[10] A recent article comments on the fact that in the Canadian system "often close to half of women teachers are sessionals [part-time staff]" (Paul, Linda J., 'Dilemmas & Solutions for Part-Timers', *CAUT/ACPPU Bulletin*, Vol. 45 No. 4 April 1998, Supplement p 3. In the UK, HESA statistics "reveal that at least 51%" of part-time staff in the new university sector are women", while a NATFHE survey on attitudes to part-time working showed that 29% of women working part-time in HE did so because they could not get a full-time job ('The Implications for Women', in *Evidence to the Inquiry into Part-time Working by the*

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Employment Sub-Committee of the House of Commons Select Committee on Education and Employment, 1998, NATFHE, p 9).

[11] Lie, S. and Malik, L., 'Trends in the gender gap in higher education', *World Year Book of Education*, 1994, Kogan Page, pp 205-213

[12] Lie & Malik, 1994, op cit. Poole, Bornholt, & Summers, 1997, op. cit., pp 373-96. This study was based on data presented for the 1996 International Survey of the Academic Profession (Altbach, P. G., *The International Academic Profession*, 1996, Boston College Center for International Higher Education & The Carnegie Foundation for the Advancement of Teaching).

[13] 'Number of female faculty among highest in country', *Forum* (Ryerson Polytechnic University newsletter), 10 October 1997, Vol. 23, No. 3, in the context of a Canadian survey based on 1995 data from Statistics Canada (the percentage of female tenured faculty at Ryerson was then 31.6 percent).

[14] See also page 33 for discussion of gender representation within selected subjects, which suggests that departments of social sciences have a relatively high proportion of female staff.

[15] The Indian sample includes one all-female institution and one which is traditionally an all-male institution, though apparently there is one woman on the staff now.

[16] Lie & Malik, 1994, op. cit.

[17] Gold, Karen, 1998, op. cit.

[18] Gold, Karen, 1998, op. cit.

[19] Drakich, J. and Stewart, P., 'A Profile of Women Faculty in Canada: Rank, Discipline & Age 1957-1994', *CAUT/ACPPU Bulletin*, Vol. 45, No. 4, April 1998, Supplement pp 7-11 (a fuller analysis is to be published by Ornstein, M., Drakich, J. and Stewart, P. in *Education Quarterly Review*).

[20] Caplan, P. C., *Lifting a Ton of Feathers: A Woman's Guide for Surviving in the Academic World*, 1993, University of Toronto Press, Toronto.

[21] Agrawal, S. P. and Aggarwal, J. C., 1996, op cit.

[22] Drakich, J. and Stewart, P., 1998, op. cit.

[23] Drakich, J. and Stewart, P., 1998, op. cit.

[24] Singh, Jasbir, *Women and management in higher education: a Commonwealth project*, paper originally presented to the Queen Elizabeth House Centre for Cross-Cultural Research on Women, and reproduced in *ACU Bulletin of Current Documentation*, Association of Commonwealth Universities, Number 133, April 1998, pp 2-8.

CHARTS

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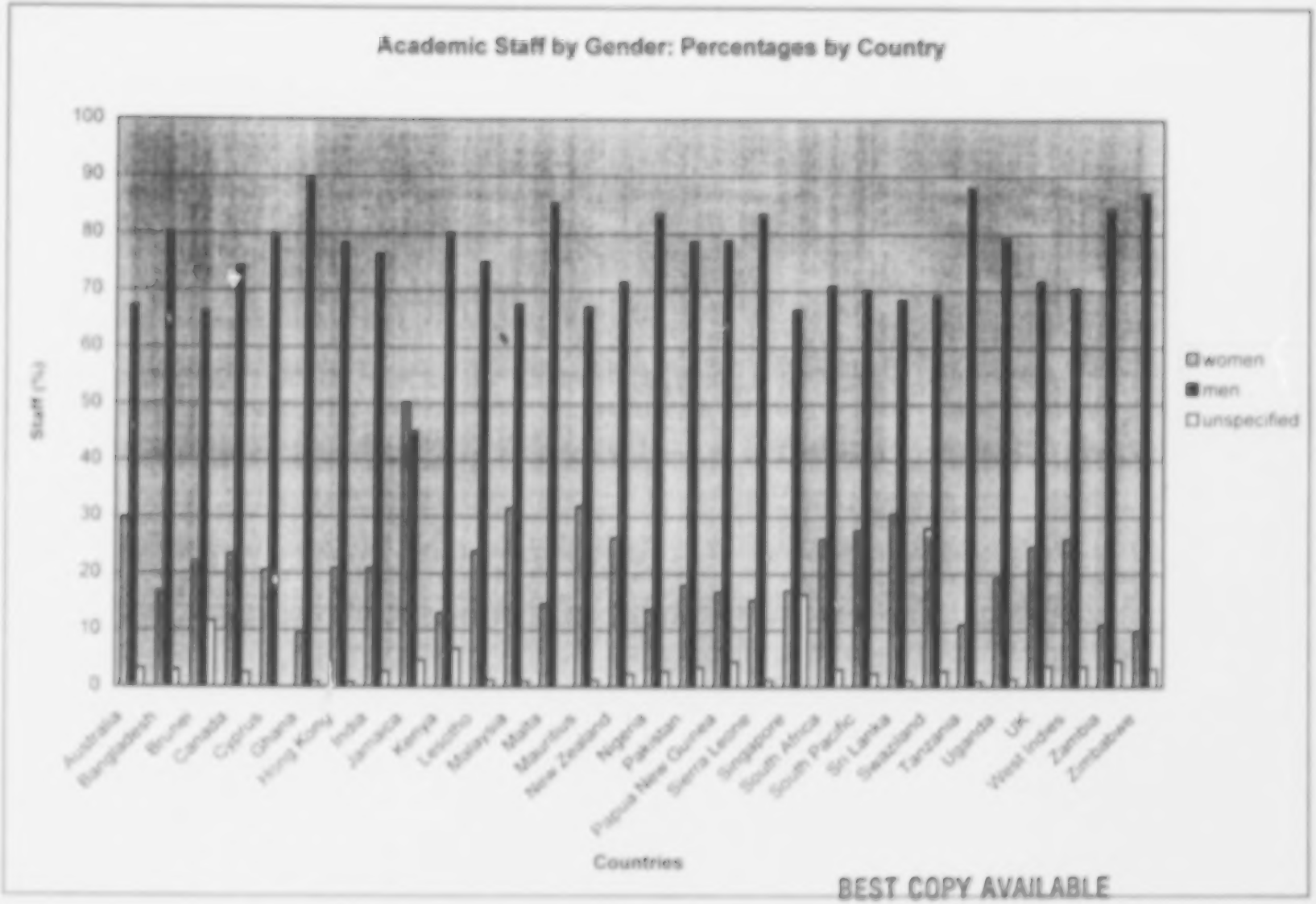

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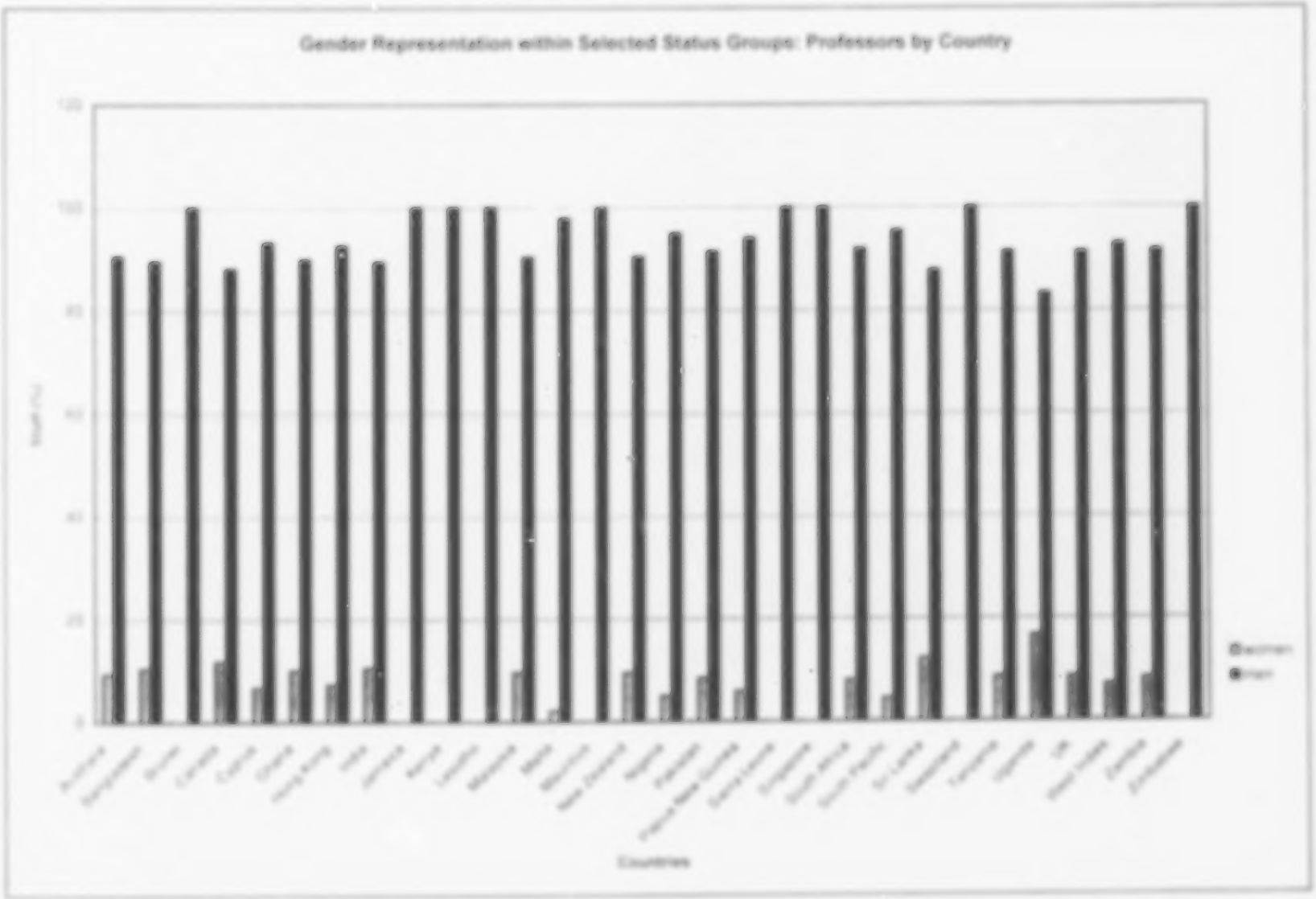

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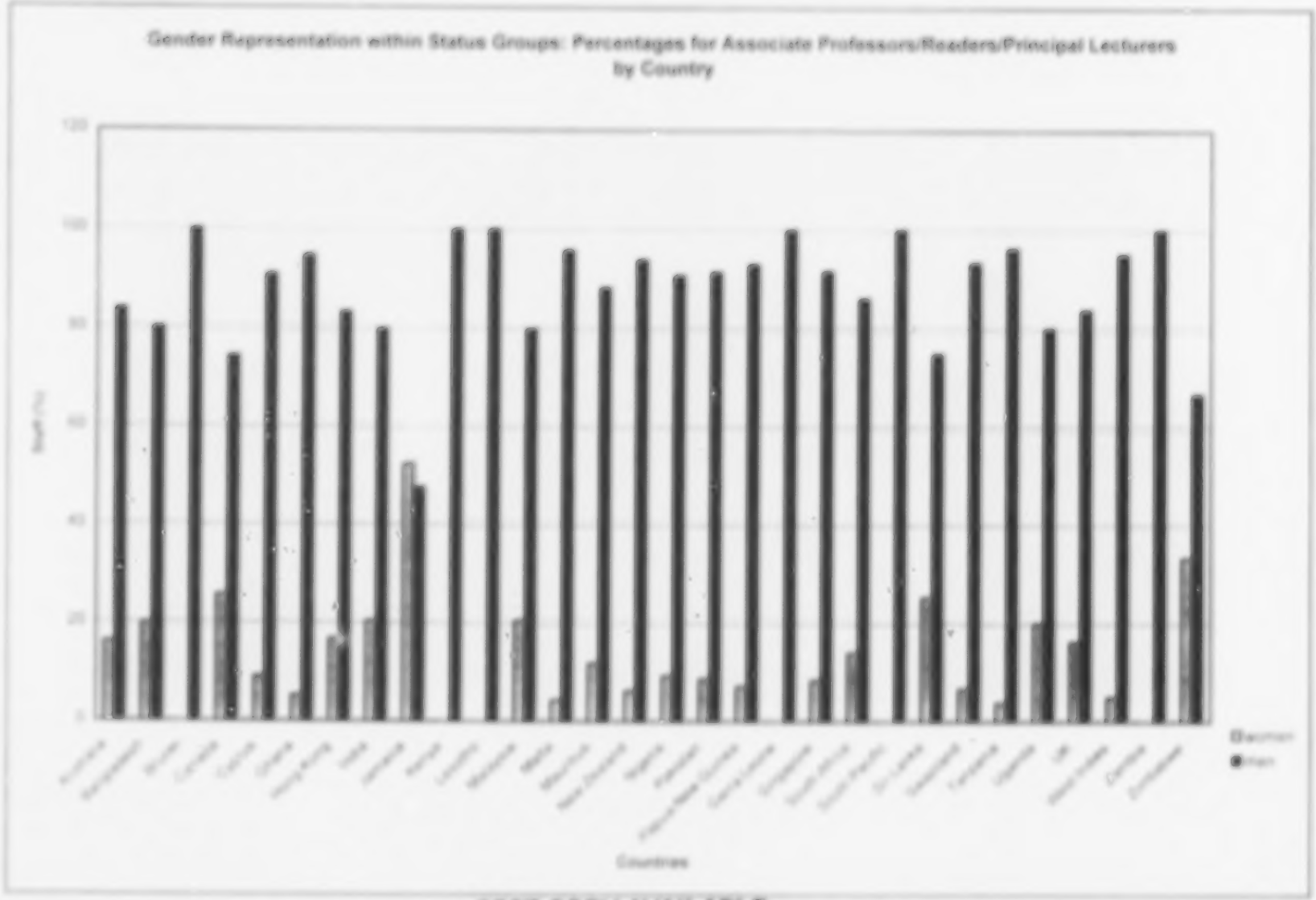
Gender Representation within Status Groups: Percentages for Associate Professors/Readers/Principal Lecturers by Country
Countries

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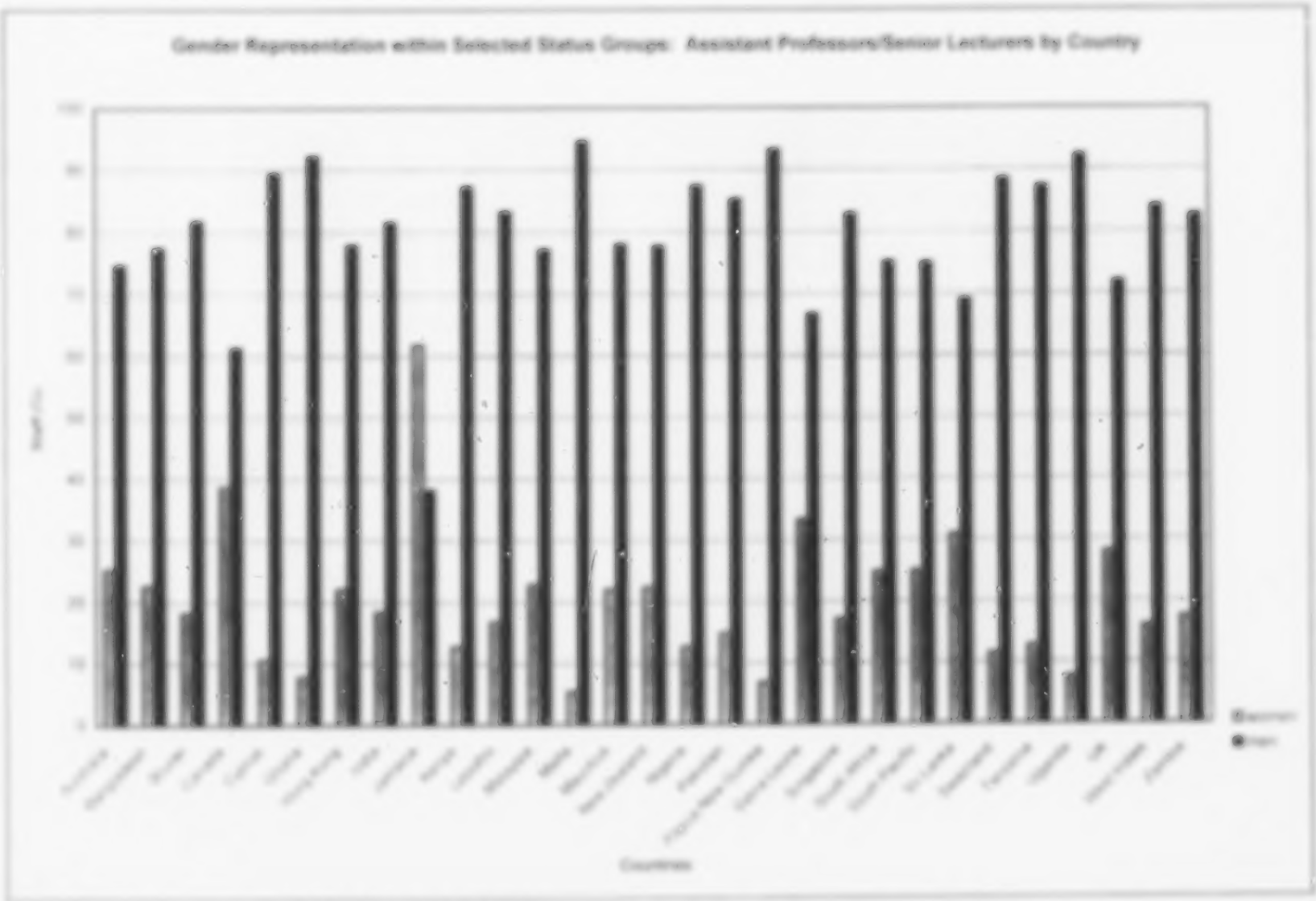

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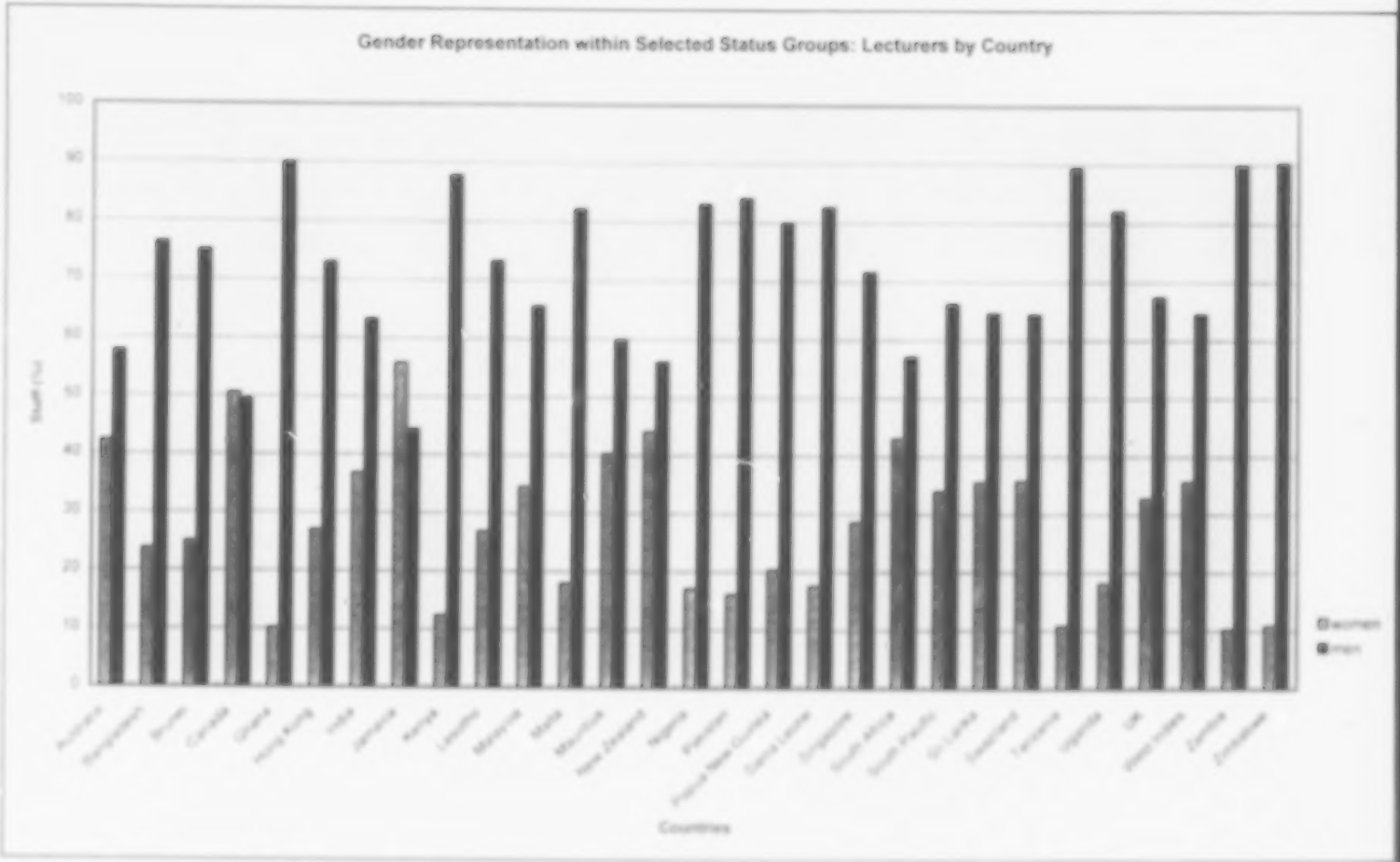

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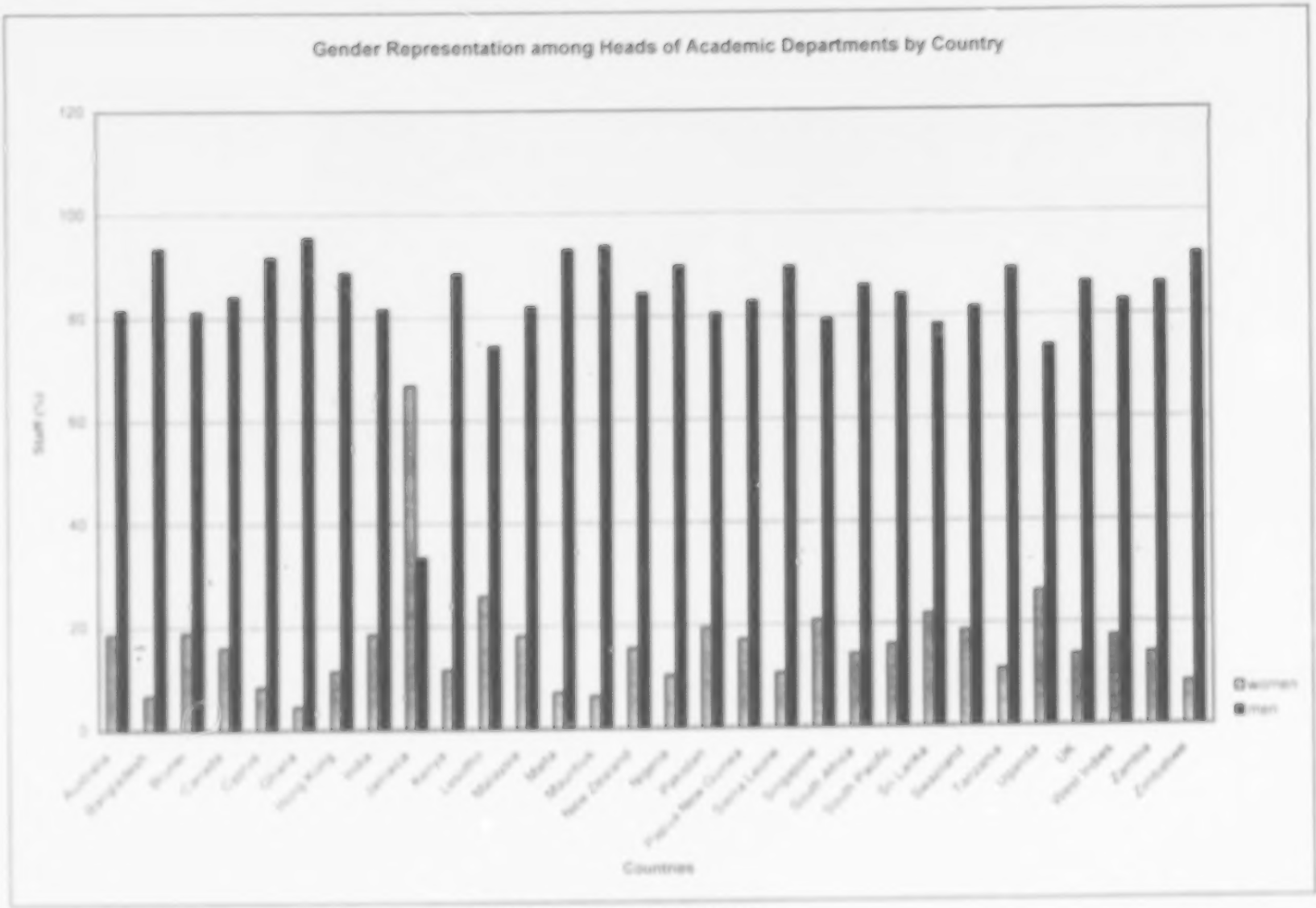

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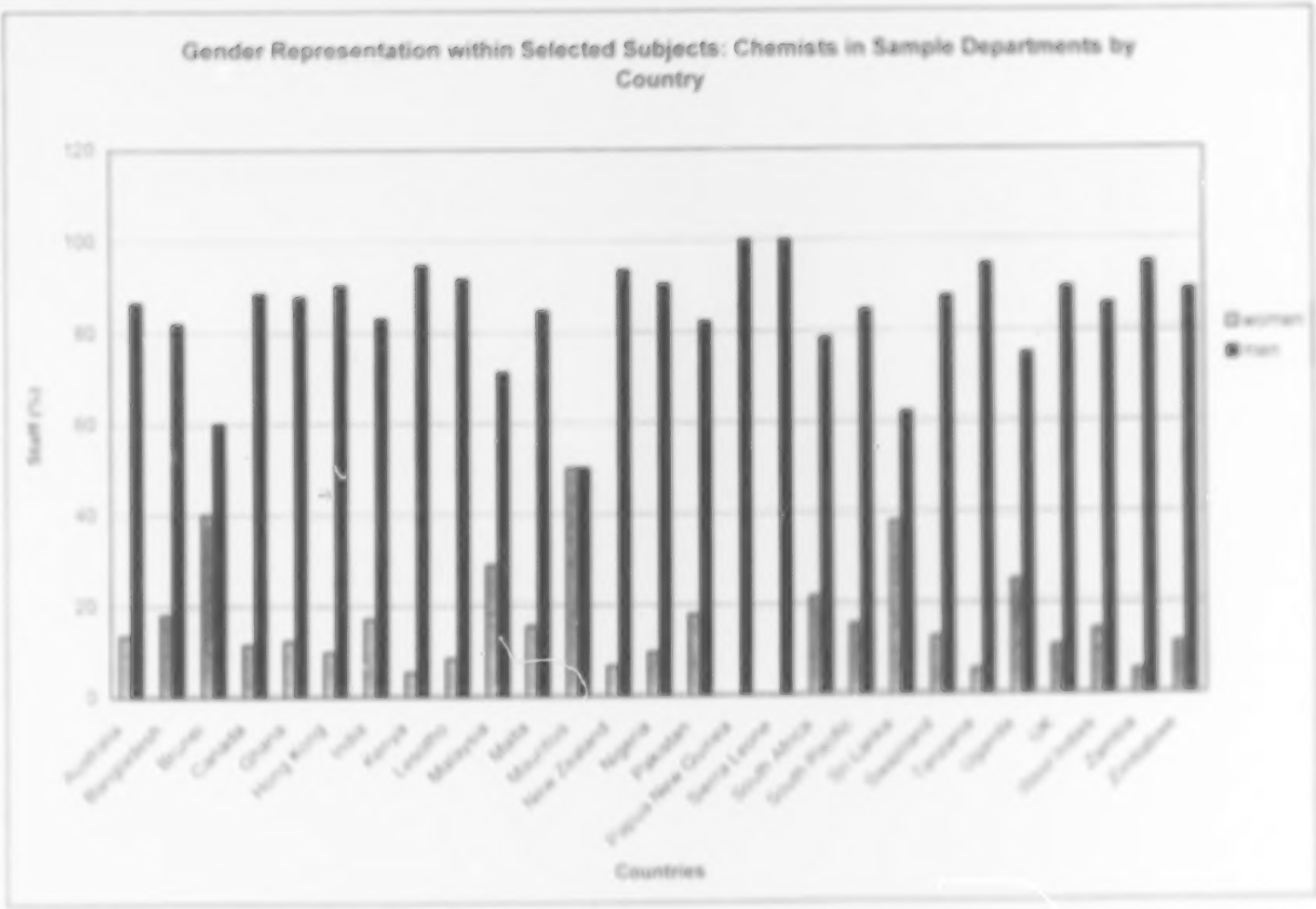

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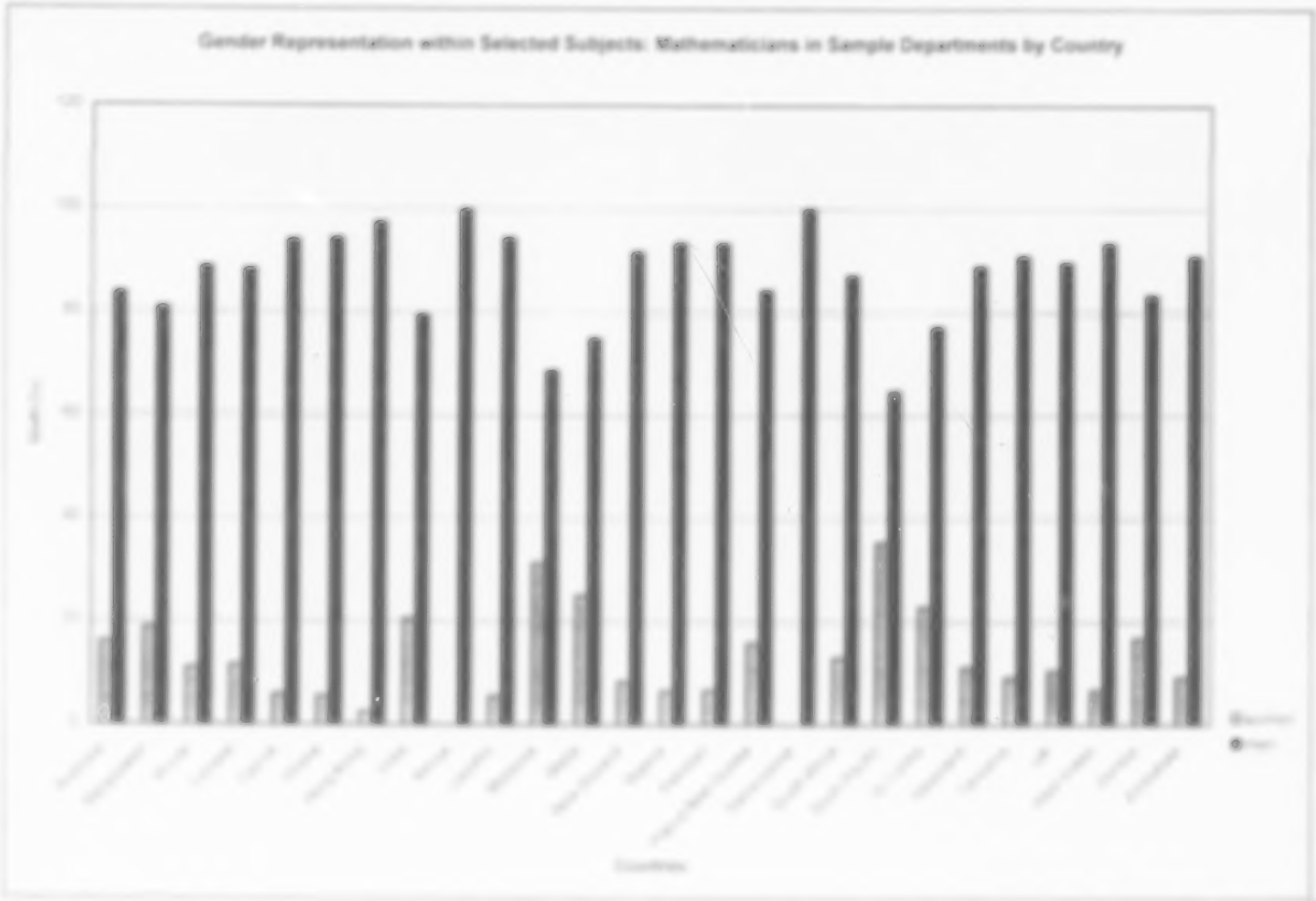

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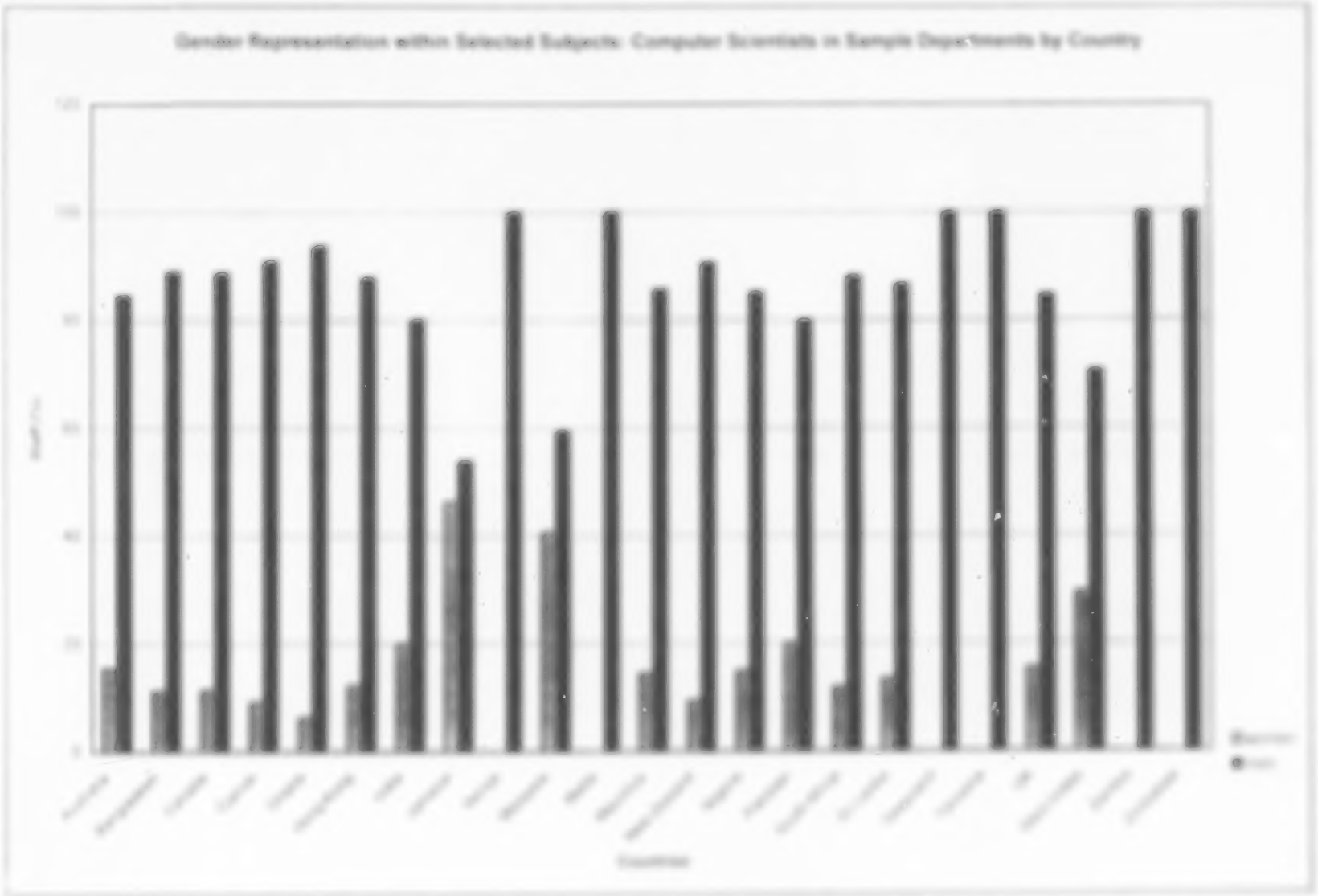

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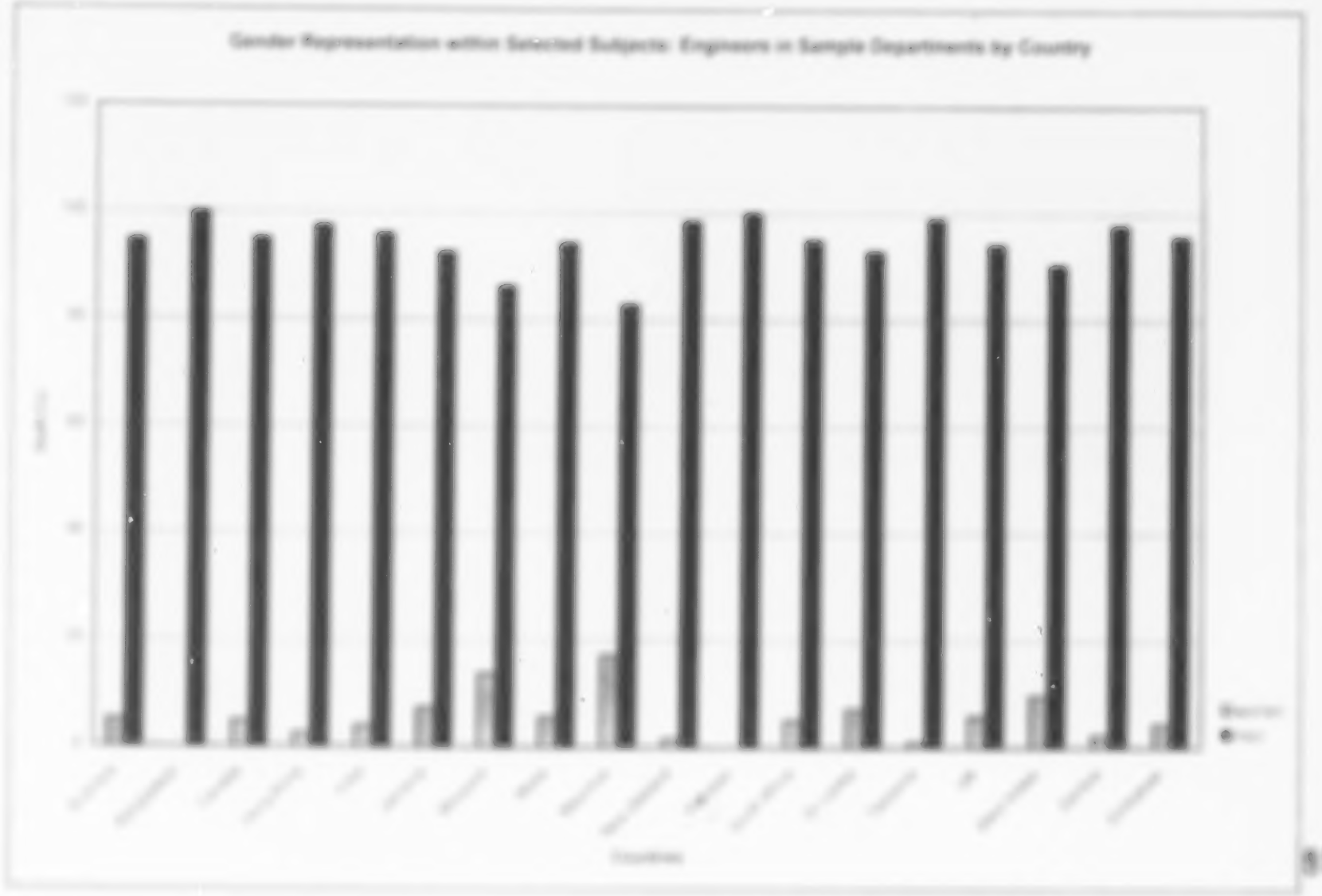

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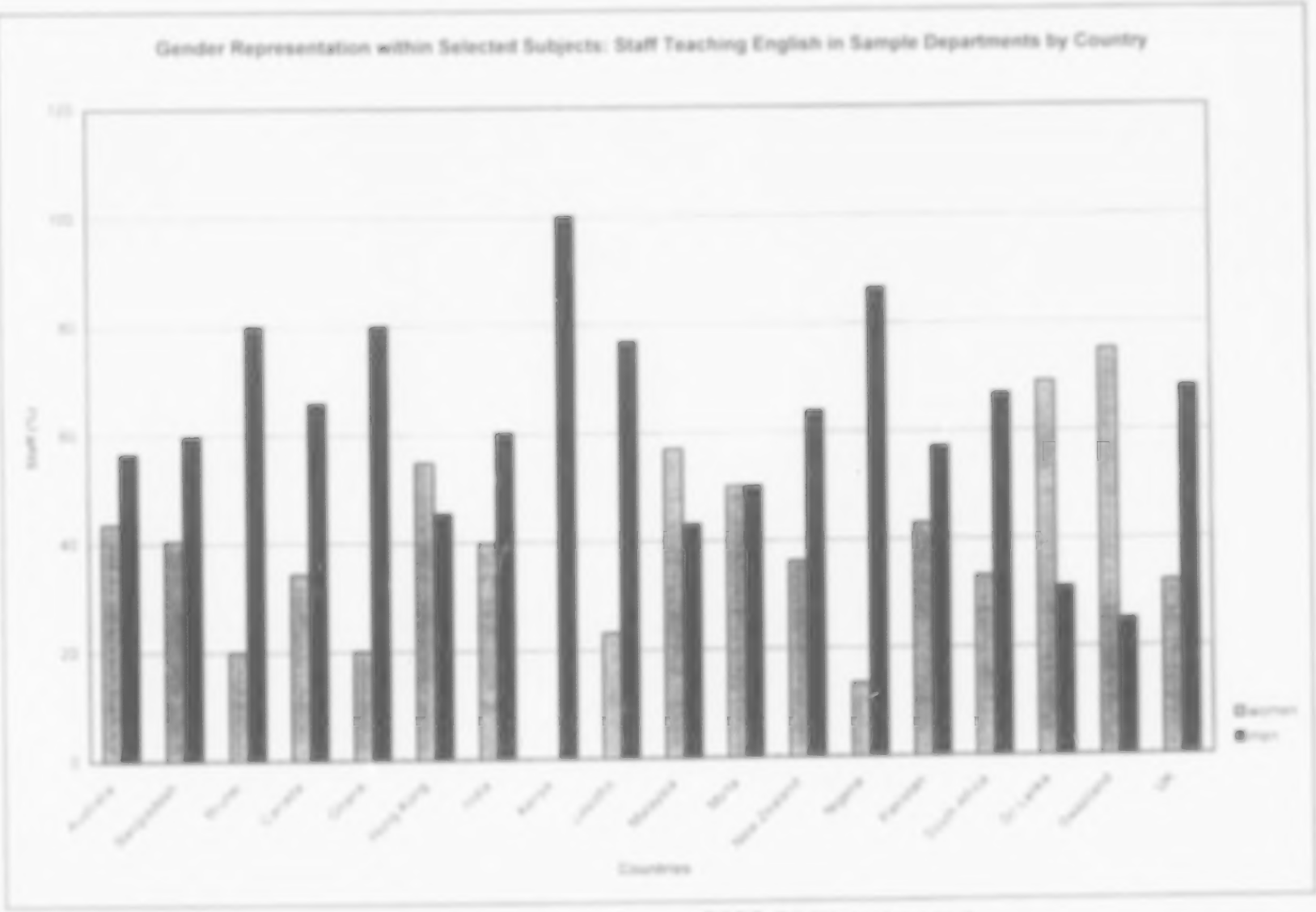

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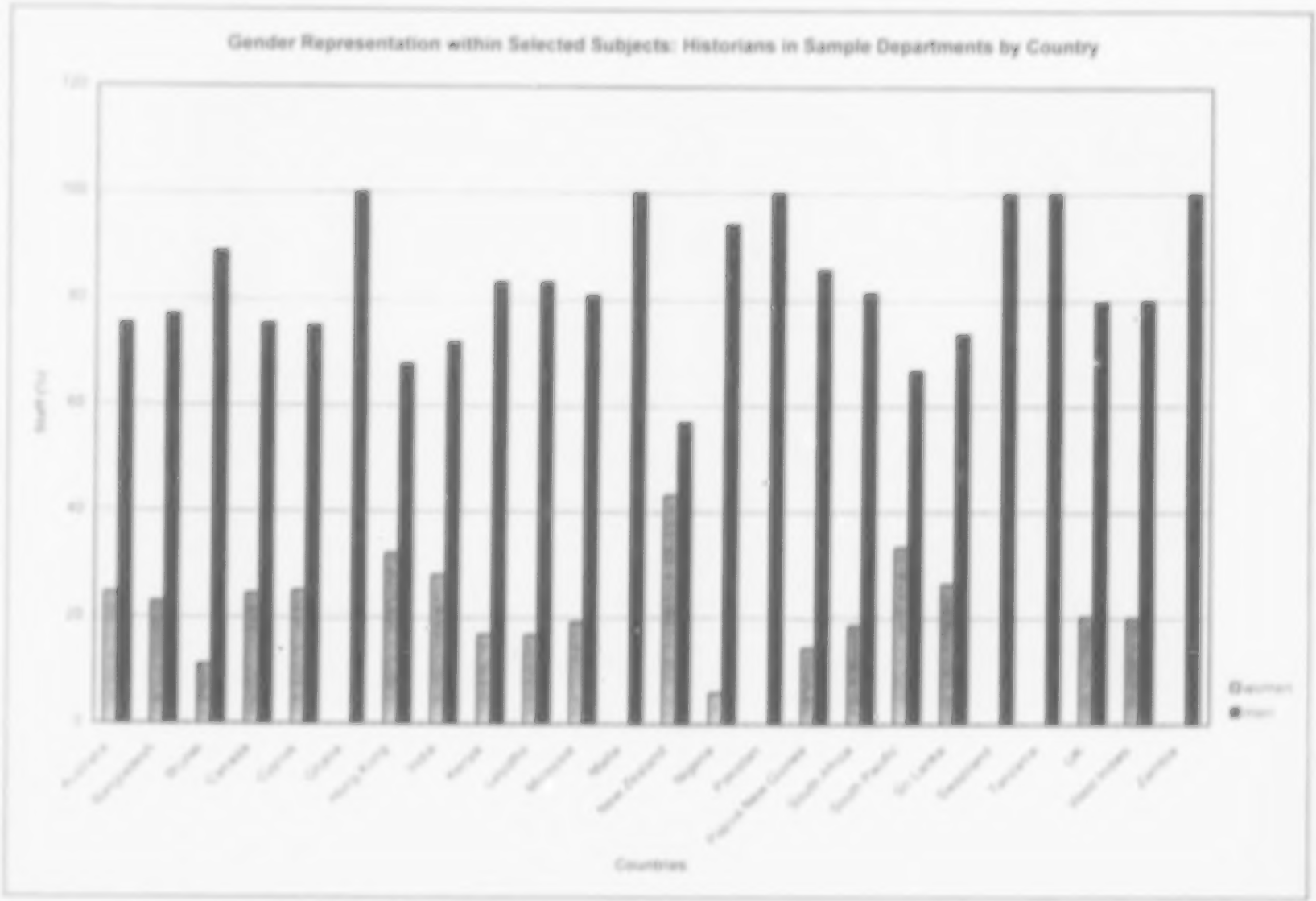

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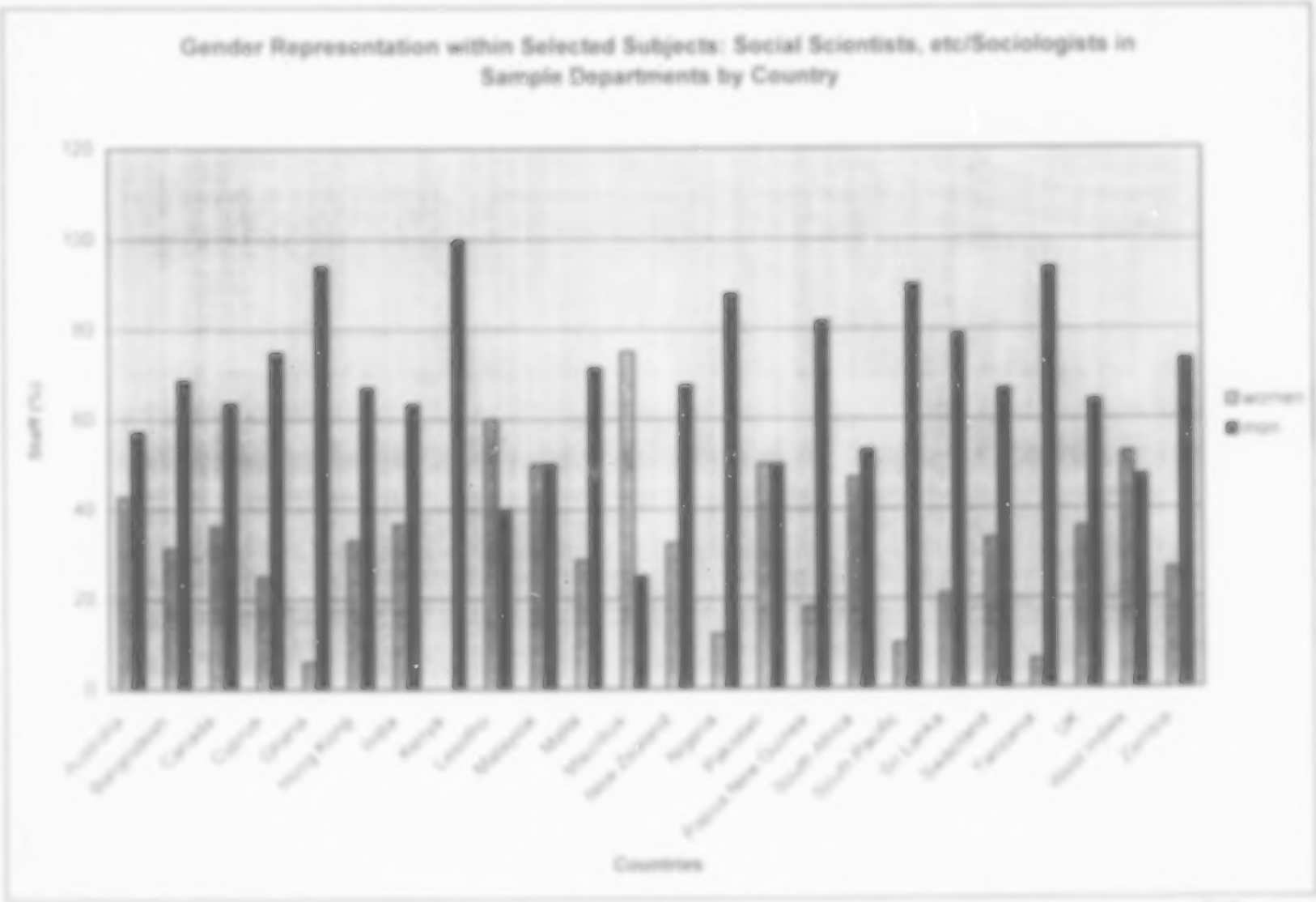

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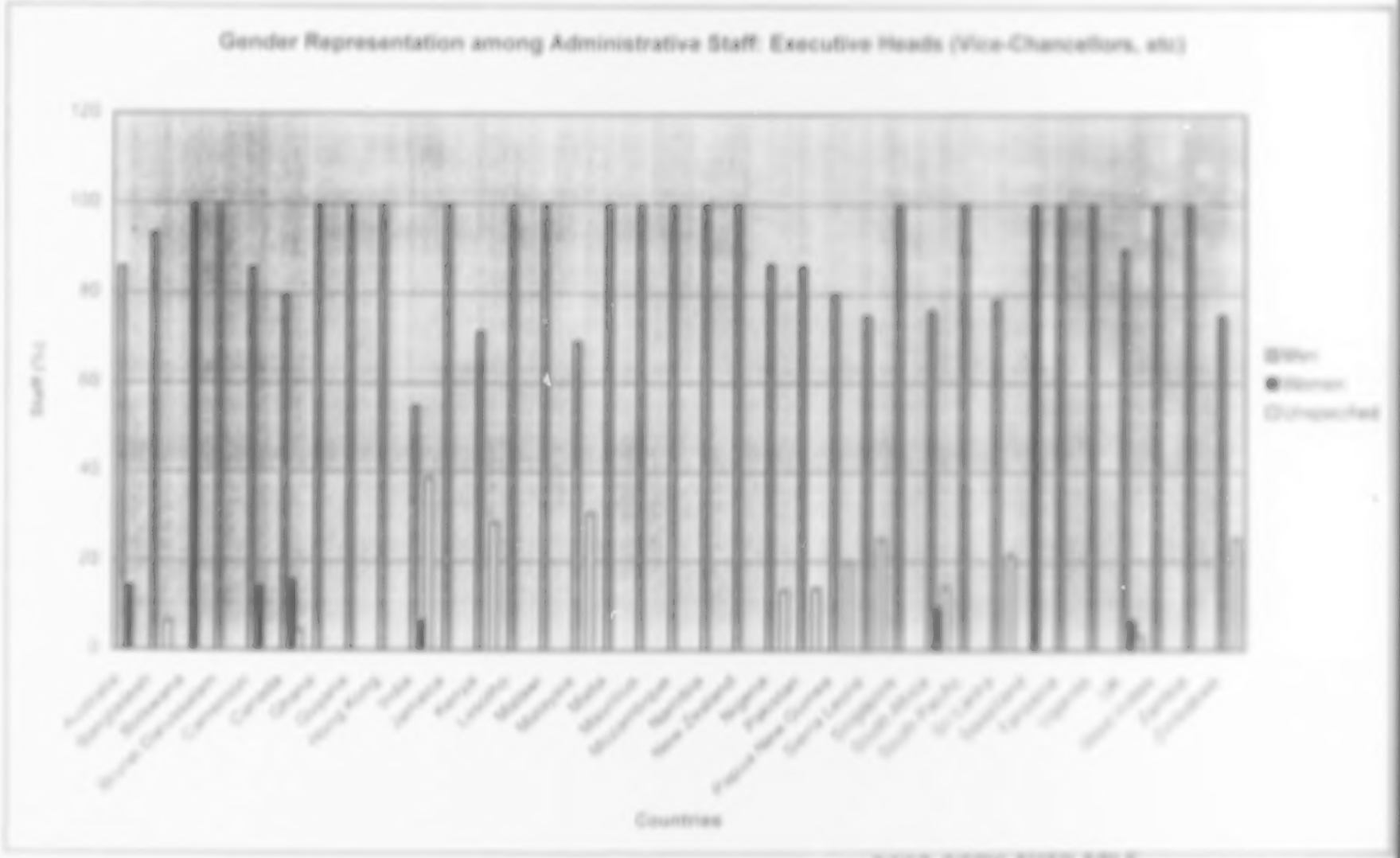

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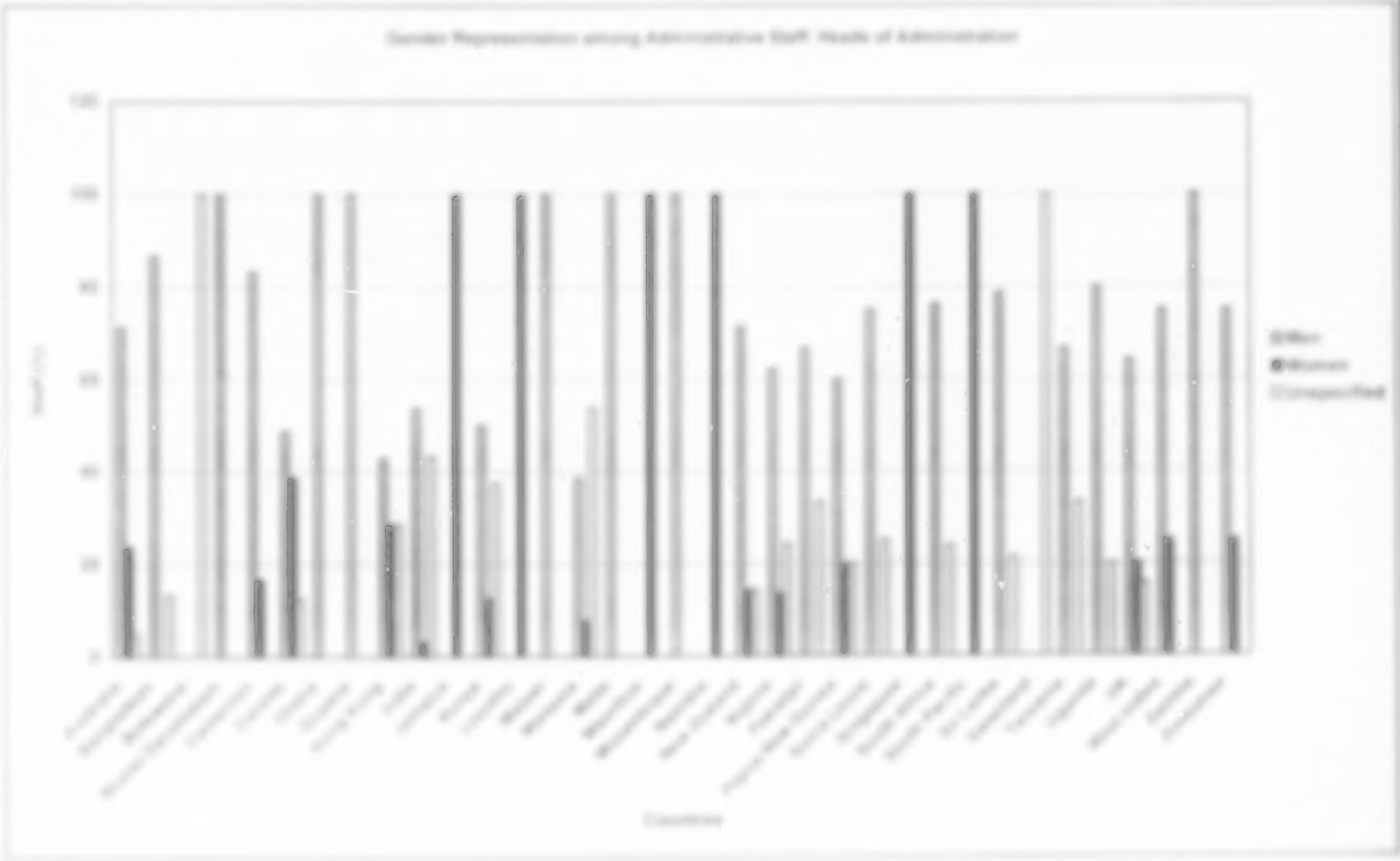

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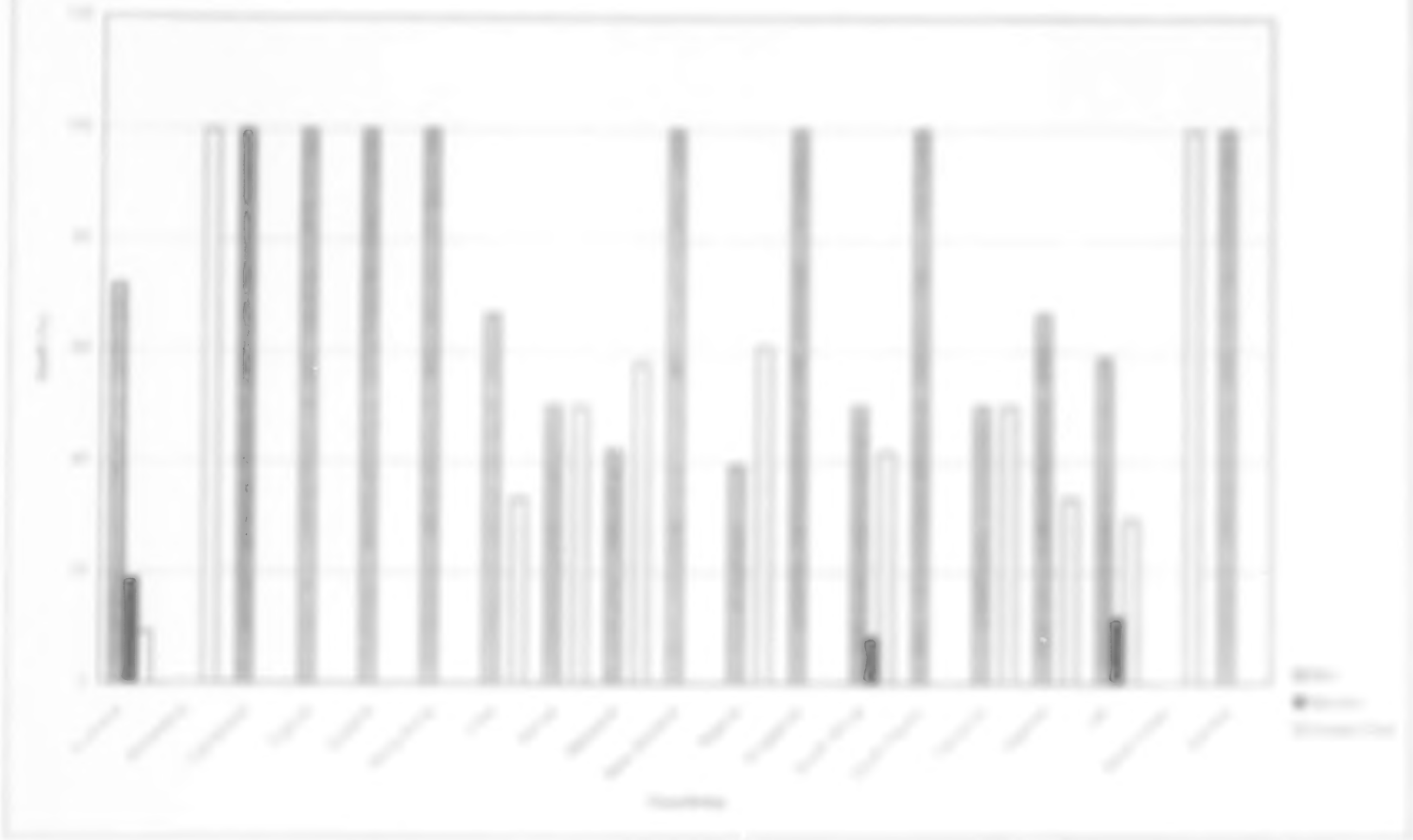
Gender Representation among Administrative Staff: Deputy Vice-Chancellors/Deputy Presidents/Vice-Rectors by Country



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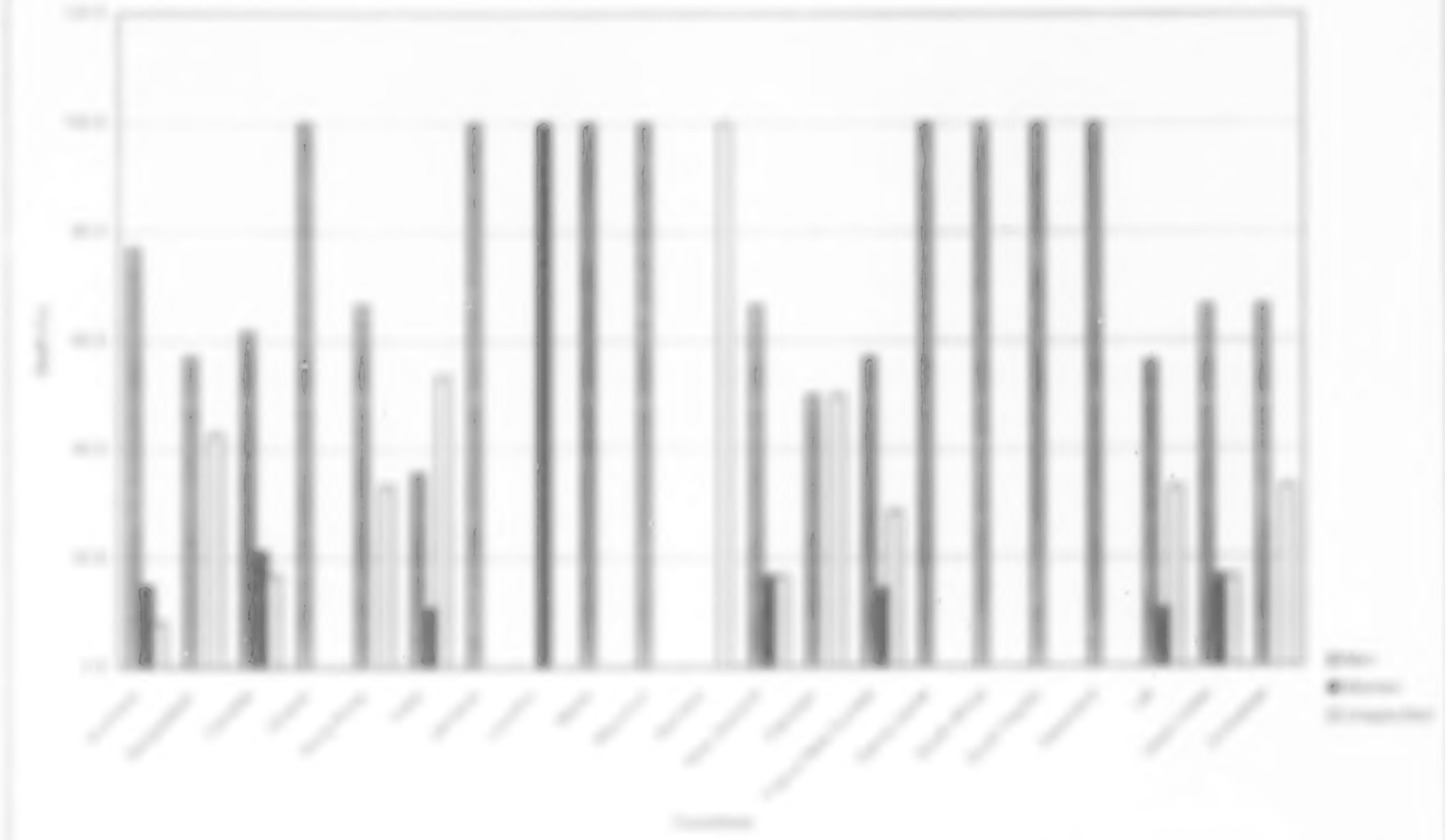

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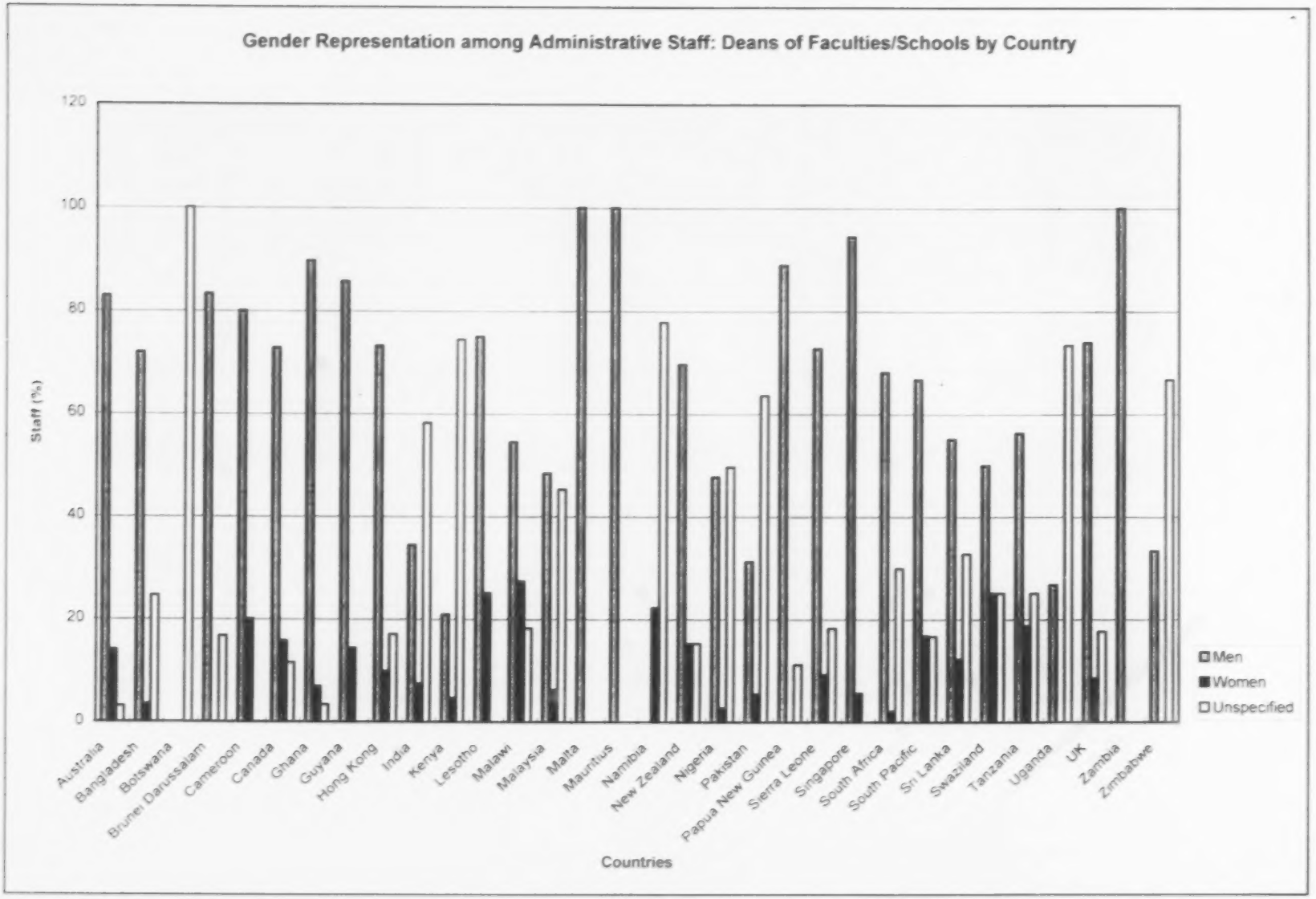

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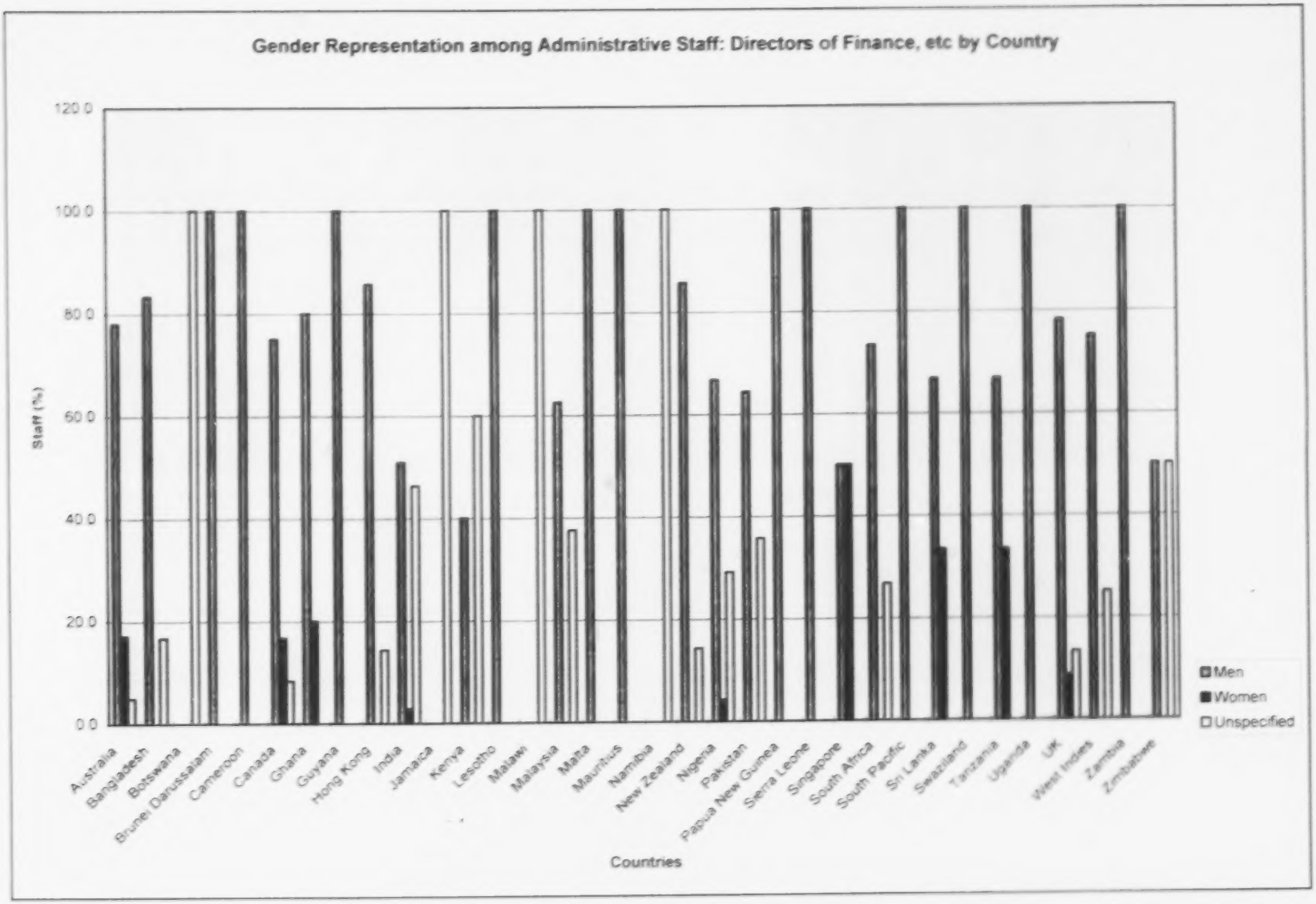

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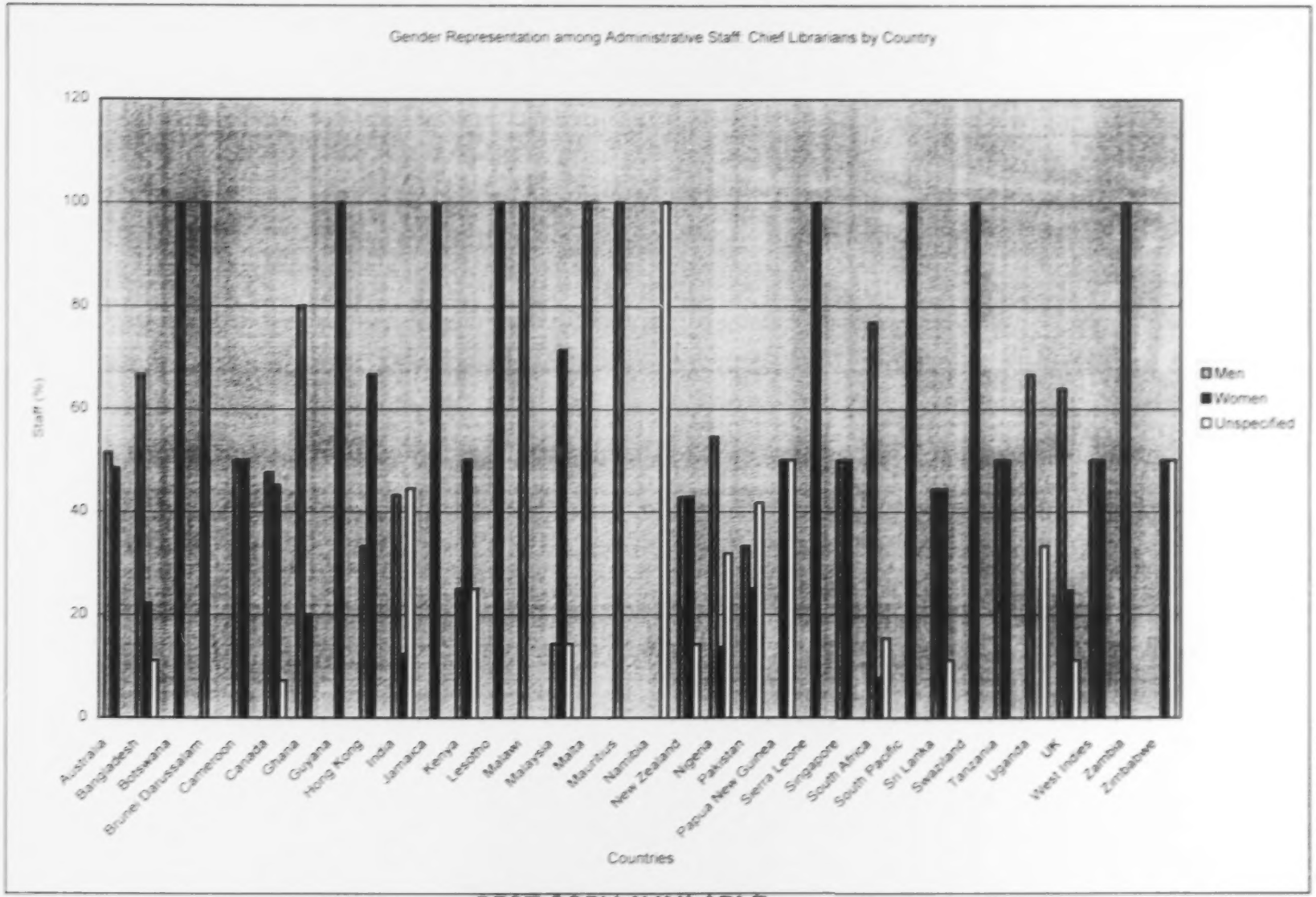

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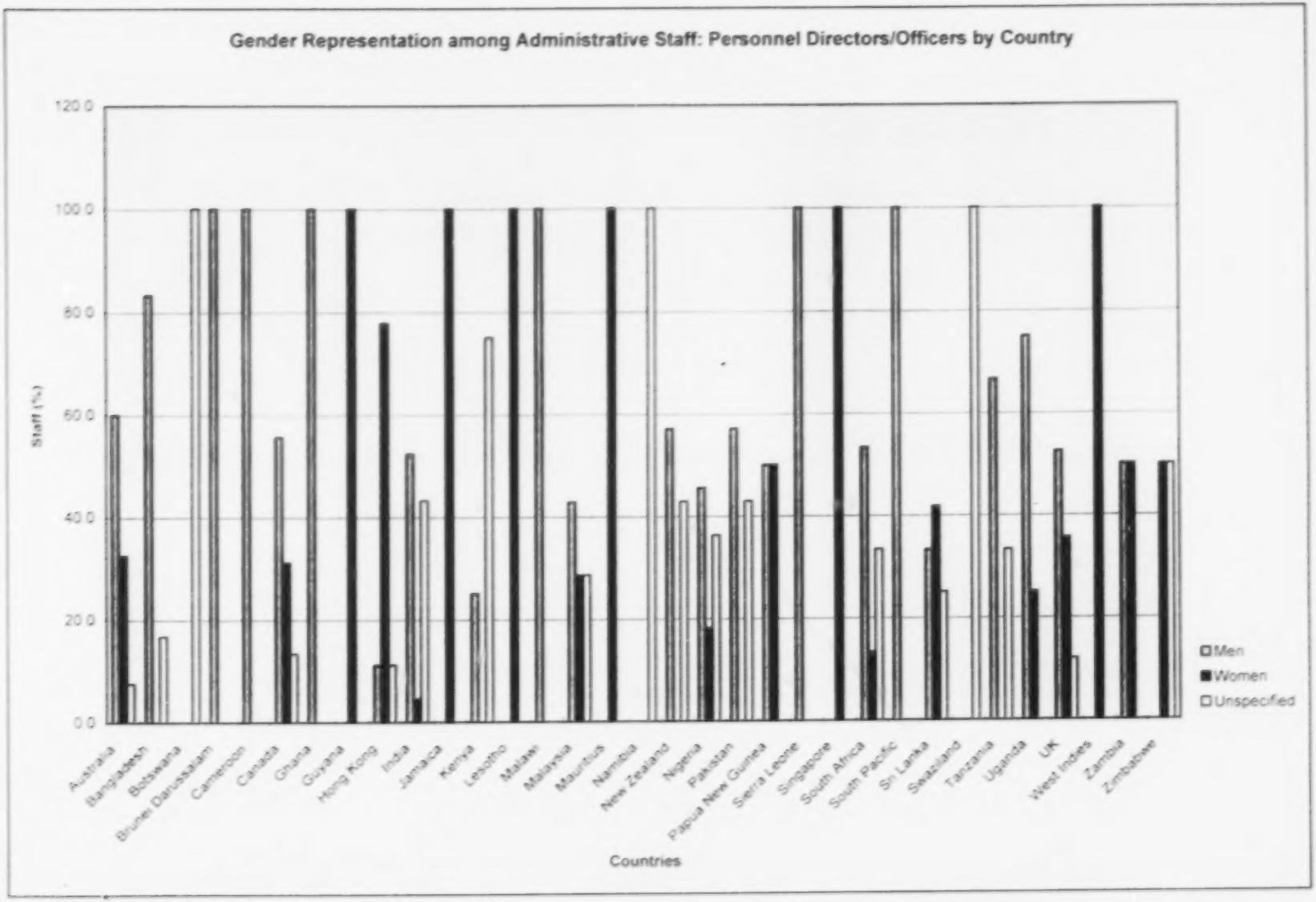

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